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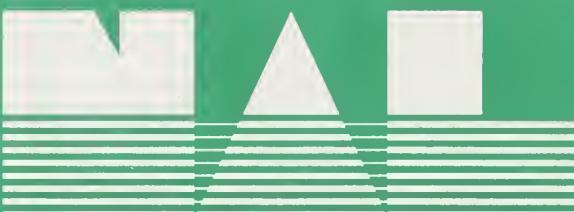


# Equal Opportunity Is for Everyone

## 1990 Accomplishments

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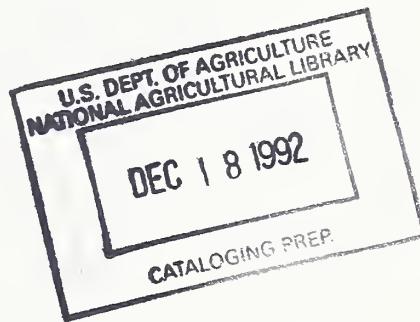
Forest Service

Personnel and  
Civil Rights

December 1990

# **Equal Opportunity Is for Everyone**

## **1990 Accomplishments**





## A Message From the Chief

As we move toward the 21st century, I believe it is fair to say we are on course. The 1990 initiatives undertaken by the agency were overwhelmingly successful because of the support and cooperation provided by Forest Service employees.

The Workforce Diversity Task Force did a super job for the Forest Service in assessing its needs in becoming a multicultural organization and making recommendations based on their findings. Their recommendations have been accepted, and they will become part of the agency's way of doing business.

Then there was the National Diversity Conference. Not to take away from anything that we have done in this area, but for me it was as though I had stepped out into the future. This conference provided for me a bird's-eye view of the multicultural organization prescribed by the Workforce Diversity Task Force.

You have heard the conference described as "emotional," "positive," "different," "excellent," "unique," and "fantastic." I found the National Diversity Conference to be all of the above. It was as though we took a slice of the work force and brought it "all together" in a common environment. The message was clear—here is how diversity looks and feels; here is how it can work. For me, it felt good.

This publication supports my contention that we are on course. As you read it, you should be proud of the fact that across the Forest Service, we are moving toward our goal. I believe that with continued confidence, commitment, courage, and mutual respect, the 21st century will witness the vision becoming a reality.



*Chief F. Dale Robertson*

*F. Dale Robertson*  
F. Dale Robertson  
Chief



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## **Major Civil Rights Initiatives in 1990<sup>1</sup>**

### **Affirmative Employment Program Plans**

The Affirmative Employment Plan is an instrument that should be used as a subset of work force plans. It profiles the work force, shows the individual units' strengths and weaknesses in the area of women and minorities, and identifies strategies to create changes. The document is recognized as an important management tool.

As a result of the agency's first national Title VII/Affirmative Employment Program Plan Workshop held in 1989, the USDA Forest Service was able to establish consistent application of Affirmative Employment Plan guidelines and to develop a quality Service-wide Plan, Accomplishment Report, and Update. All were subsequently approved by the Department of Agriculture's Office of Advocacy and Enterprise.

Managers and supervisors have been advised to use both the Affirmative Employment Program Plan and the Federal Equal Opportunity Recruitment Plan in determining where, when, and how they will attract and utilize women, minorities, and persons with disabilities in the work force. The Workforce Diversity Task Force recently made an interim report to the Chief and Staff, which recommended that the Affirmative Employment Plan be used as the vehicle with which to map agency strategies to achieve diversity.

The narrative and statistical analysis of the Forest Service's total work force profile is shown in the statistical charts in Exhibit A. These charts were provided to the Chief and the Associate Chief for their use during the 1990 Senior Executive Service (SES) Performance Appraisal.

### **Distribution of Persons With Disabilities by PATCO**

Chart K in Exhibit A reflects population data on persons with disabilities by professional, administrative, technical, clerical, other, and wage grade. Contrary to the information provided for minorities and women, we have included information on persons with disabilities in all areas, including clerical, wage grade, and other, because persons with disabilities are not sufficiently represented in any of these areas.

The information shows that persons with disabilities currently represent approximately 4 percent of the agency's permanent work force—almost 3 percent of the professional, 3 percent of the administrative, 4 percent of the technical, 7 percent of the clerical, 1 percent of the other, and 5 percent of the wage grade employment categories. Most of these employees are in the technical

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<sup>1</sup> Note that all references to years in this report are fiscal years, unless otherwise noted.

## **National Diversity Conference: "All Together Now"**

occupations. The second highest number of these employees are in the professional area. Most are nonminority men and women. The majority of women who have disabilities are among clerical employees.

Future reports on persons with disabilities will be incorporated in the graphic displays as shown for the "other" work force.

"All Together Now," the theme of the National Diversity Conference, exemplifies the high level of commitment toward achieving genuine diversity throughout the Forest Service. Approximately 600 participants, representing a wide cross section of the agency's work force, attended the conference held November 27-29, 1990, in Atlanta. The agenda featured a stimulating array of speakers, workshops, discussion groups, videotapes, displays, and cultural events, along with informal networking and the development of personal action plans by participants.

The participants' personal action plans played an important role in the success of the conference; they set a strong personal example by sharing with their home units the experiences, understanding, and awareness gained at the conference. The agency's ongoing efforts to make diversity a key ingredient of the work force and programs are also important.

Some of the major speakers and topics included: **Dr. Edwin Nichols**, "Evolution of Culture"; **R. Max Peterson**, "Evolution of Forest Service Culture"; **Kathy Lee**, "From Affirmative Action to Affirming Diversity"; **Dr. Samuel Betances**, "Value of Diversity"; **Byron Kunisawa**, "Workforce 2000"; **Adis M. Vila**, "Framework for Change"; **Byron Vermillion**, "Civil Service 2000"; **Beverly C. Holmes**, "The Many Faces of the Forest Service"; **Evelyne Vilines**, "In the Name of Love"; **Lamar Beasley**, "Forest Service National Task Force for Workforce Diversity"; **Patricia Barela Rivera**, "Valuing Differences: Ingredients for Excellence"; and **Constance Berry Newman**, "Recognizing the Public Servant."

A steering committee with representatives from each Deputy area planned the conference, with the help of approximately 50 field employees who participated in work groups. Cochairs of the steering committee were **Diana Graves** (Washington Office, Policy Analysis) and **Win Green** (Washington Office, Programs and Legislation Deputy Area). Win also served as one of three conference managers, along with **Bill Speight** (Region 3's Coronado National Forest) and **Leslie Weldon** (Region 1 Regional Office). Washington Office Personnel and Civil Rights was the lead staff for the conference.

The recommendation for a national conference on diversity came from the Service-wide Civil Rights Committee. At its January 1988 meeting, the committee had addressed the issue of underrepresentation of minorities in the Forest Service and the urgent need to correct this disparity. Its recommendation to hold the national conference was later approved by the Chief.

The following are testimonies of the success of the conference:

*Fay Landers*—“When I said I felt like I had been to the olympics of love, I meant it. I don’t believe there has ever been anything like this for me. I have always felt a part of this Service from the very first day. People have always been friendly, helpful, and caring. But, Atlanta was different. One could walk into a room and feel the energy. It was like electricity was drawing us to one another so that we could chat with old friends, make new friends, exchange ideas, learn from the presenters, and openly discuss our feelings. What an experience! By Tuesday evening, I had hugged and been hugged so often that my ribs were sore and my arms hurt, but my heart was warm and full of love. During the entire week, I did not experience one unpleasant encounter. Everything was upbeat and very positive. I can truly say there was no age gap, no racial bias, no sexual harassment, no backlash, just lots of genuine caring for one another and expressions of joy that we were ‘All Together Now,’ and it felt good, and we did not want it to end. What a celebration! I thank the Forest Service for giving me the opportunity for this once-in-a-lifetime experience.”

*Teal O’Neal*—“Over the past 3 to 4 years, I have taken a more assertive interest in diversity and civil rights by serving on my local Civil Rights Action Group and the Service-wide Civil Rights Committee. Both have been rewarding and valuable learning experiences. However, words cannot adequately express my experience at the National Diversity Conference. It was a very moving conference—one that I wish all Forest Service employees could have experienced. It was not only eye-opening, but mind and heart as well. I commend the Chief and entire planning committee for a job well done!”

*Lamar Beasley*—“Thinking of going to any conference where 650 people are in attendance is enough to turn you off. That was not the case this time. From start to finish, it was an exciting experience. The planning committee did an excellent job, the speakers were good (some better than others), and all the events were top-notch. All of this is excellent and necessary, but the big difference about this conference as compared to others was the people. There was genuine respect, appreciation, and recognition of values brought by each and the deep feeling that each person is important. While this existed to a degree at the beginning of the conference, I sensed it grew by ‘leaps and bounds’ during the week. While it may sound trite, I think it is important that this same spirit and feeling be brought more strongly into the workplace. People will be happier, feel valued, and productivity will be greater. It was a great experience for me.”

*Charlie Kerr*—I was not aware of the National Diversity Conference and did not, therefore, request a nomination. My forest supervisor nominated me. I went nearly kicking and screaming; I had so much work to do I did not feel I could afford the time. What a surprise I had in store for me. It may have been the most significant Forest Service event I have or ever will attend. It was *impressive!* It was an eye-opener! That was the most diverse group I have ever participated in. I have thought many times about why I had the feeling that the air was electrified. The energy level was high and, inevitably,

sustained throughout. Why? Was it just the simple fact of a diverse group? I think so. The guest speakers were outstanding and certainly contributed to the high energy level, but they were all nontraditional Forest Service types, too. I feel I am a better person because of this experience. I now have a more focused ideal of what work force diversity is, and why many 'issues' with regard to it are really 'nonissues.'

"It was apparent that Executive supported the conference and is committed to achieving work force diversity. The event was well planned and went exceptionally smoothly.

"I was exhausted when I got home, but in a strange way refreshed. Catching up the work will not be the task I had dreaded. It was a great experience."

*Bob Banks*—"I left the National Diversity Conference with renewed hope and a new challenge. Renewed hope in the prospect of seeing that all qualified people who have the desire will have access to and equal opportunity within the Forest Service. Challenge in the aspect of the many facets of a diverse work force that must be addressed by every employee of the Forest Service if work force diversity in the agency is to be achieved. To me, the message is clear. It's not just a matter of civil rights, equal employment opportunity, or the moral-ethical values that we share, but rather, and most evidently, it is a matter of survival—survival of this agency."

*Joanne Meyer*—"The bottom line of the Diversity Conference for me was empowerment and how that concept fits into the everyday workings of the Forest Service. From the Chief on down, we heard about the new management charter and the changes that it is expected to bring to the Forest Service. A connection was made between the new management philosophy and diversity in a way I had not heard and seen before.

"Communication, empowerment, teamwork, and sharing were key words for this conference, and all seemed more than words in this setting. That is why the experience was empowering."

*Leslie Wildesen*—"What an extraordinary week! At various times, I felt:

"challenged, by so many people, and so many different kinds of people  
angry, at not having been prepared for this  
disappointed, that my Region wasn't better represented  
amazed, at how much has changed in 10 years  
delighted, at how open and receptive everyone was  
enlightened, by new information and experiences  
excited, at the prospect that this change is *real*  
irritated, that some presenters were not more skilled  
impressed, at how skilled most presenters were  
loved, by everyone around me  
happy, dancing, playing music, participating  
proud, of the Chief and the Forest Service that can adapt to a changing world

confident, that change is for the better and I have a role in it  
brave, when filling out my bingo card, asking strangers to dinner, playing  
music with strangers, asking strangers to dance, hugging the Chief, suggesting  
things at our Regional caucus  
rewarded, when I won a bingo raffle prize  
recognized, when I got a certificate for participating in the talent show  
loyal, when I spent time with an old friend  
encouraged, to do more of these positive behaviors  
free, to speak my mind in the meetings  
saddened, to learn of so much tragedy in people's lives  
valued, as a useful and liked team member  
emboldened, to do more!  
energized, by the whole experience  
dedicated, to doing my best to keep this good stuff going!"

## National Diversity Task Force

In April 1990, Chief Robertson commissioned the National Workforce Diversity Task Force to help the agency achieve its goal of having a work force that reflects the diversity within the civilian labor force. About 25 people, representing a broad cross section of the Forest Service, were identified to carry out this mission. The group members embraced their assignment with considerable energy and vitality. They outlined their vision for the Forest Service with regards to work force diversity and recommended strategies to accomplish it.

After some very intense meetings and long, arduous hours of hard work, the task force presented its initial report to the Chief and Staff in December 1990. The report addressed four key areas: (1) work environment; (2) outreach and recruitment; (3) retention, training, and development; and (4) recognition, accountability, assessment, goals, and marketing.

Recommended strategies within each of these categories were favorably received by the Chief and Staff and later by the Regional Foresters and Directors in January 1991.

The task force report has been published, and copies will be made available to all employees.

## Service-wide Civil Rights Committee

The Service-wide Civil Rights Committee met twice in 1990—in St. Louis, Missouri, in January, and in Juneau, Alaska, in July. The committee identified several Service-wide issues and submitted recommendations to the Chief for resolving those problems. Exhibit C describes issues identified by the committee and the Chief's responses to the recommendations. Appropriate Washington Office staffs and field line officers were directed to implement those approved actions within their areas of responsibility and delegated authority.

## Women's Equality Day Awards

The agency is proud of all the individuals within the organization who work hard to improve the Forest Service. At times, some employees receive special recognition for accomplishments achieved on their own time. The Women's



*The Service-wide Civil Rights Committee—First row, left to right: Gerry Knasiak, Kathy Mohar, Alon Carter, Ginny White, Bernie Akin, Rose Steffes. Second row, left to right: Luther Burse, Beverly Holmes, Bill Riley, Luz Parris, Arthur Bryant, Fay Landers, Betty Culmer. Third row, left to right: Joseph Mitchell, Teal O'Neal, Tony Farque, Linda Washington, Luis Santoyo, Tamie Thompson, Melanie Goss, Sandra Davis, LaDorothy Pittman, Seabelle Ball. Fourth row, left to right: Jim Cochrane, Michael Parks, Corey Wong, Bill Spinner, Jim James, Sandy James, John Peters.*

Action Taskforce, a volunteer group of women in the U.S. Department of Agriculture (USDA), presented Women's Equality Day Awards on August 23, 1990, in Washington, D.C. The awards were presented to commemorate the signing of the 19th Amendment to the Constitution, which gave women the right to vote.

**Christine Wiley**, Personnel Management Specialist on the Medicine Bow National Forest in Region 2, received an award for her volunteer work in two organizations in Wyoming. She works for the Laramie Safe Project, a shelter and support system for battered and sexually abused women, and for the Transitional Services Project, which is for displaced homemakers and single parents at the University of Wyoming.

In addition to the awards, educational scholarships were presented. Three Forest Service employees each received one of the six scholarship awards: **Catherine Thompson**, Chippewa National Forest, Region 9; **Jeanne Potts**, Deschutes National Forest, Region 6; and **Betty Palmer**, Ochoco National Forest, Region 6.

## **Historically Black Colleges and Universities**

This program provides a focal point for efforts to expand Forest Service relationships with Historically Black Colleges and Universities (HBCU's), especially the 1890 Land Grant Colleges and Universities. The HBCU

## **1990 Program Accomplishments**

Program Manager of the Washington Office Personnel and Civil Rights staff, Civil Rights Branch, has the responsibility for providing leadership and advice on national programs and activities affecting HBCU's and the Forest Service.

The following are the three specific key results areas within the HBCU Program.

### **Black College and University Comprehensive Program (BCUCP)**

BCUCP is designed to increase the involvement of black colleges and universities in Forest Service activities. The primary objective is to use the human resources of black colleges and universities to enhance Forest Service activities. This program focuses on increasing the understanding of Forest Service programs among the black colleges and universities by opening communication channels, increasing HBCU participation in research and other activities, and providing temporary employment for HBCU faculty and students at all Forest Service locations. For 1990, the following joint efforts between Forest Service units and HBCU's were started:

- (1) Washington Office Environmental Coordination—Programs and Legislation sponsored a faculty-student training and exchange partnership with the Department of Community Planning and Urban Studies at Alabama A&M University.
- (2) Washington Office Timber Management Research—Research sponsored cooperative research efforts with Howard University faculty and students regarding the study of woody plant tissue culture and forest biotechnology.
- (3) Washington Office Computer Sciences and Telecommunications—Administration sponsored HBCU faculty attending a workshop on the educational challenges related to geographic information systems (GIS) and to fostering the future education of HBCU students in GIS. The potential HBCU's are Dillard, Alabama A&M, and Jackson State Universities.
- (4) Region 2 sponsored an orientation tour for HBCU officials to the national forests in the Rocky Mountain Region.
- (5) Region 9 sponsored a program to develop or strengthen the capabilities of HBCU's in forest biology. The potential schools are Lincoln University, Delaware State College, Howard University, the University of the District of Columbia, Virginia State University, and the University of Maryland (Eastern Shore).
- (6) The North Central Forest Experiment Station sponsored a cooperative research effort with Alabama A&M University faculty and students regarding the study of the physical and economic feasibility of using

various thinning patterns to stimulate the growth of desirable trees and promote the development of high-quality hardwood stands.

- (7) The Northeastern Forest Experiment Station/Northeastern Area sponsored two projects: (a) a research study in cooperation with Selma University on the effect of heavy metals and acidity on mycorrhizal fungi and the host loblolly pine, with training and employment opportunities provided to students and faculty at Selma; and (b) a cooperative research effort with Alabama A&M University faculty and students regarding the study of relative stand density for Tennessee Valley hardwoods.
- (8) The Pacific Southwest Forest and Range Experiment Station sponsored a cooperative research effort with Alabama A&M University faculty and students regarding the study of the relationship of genetic and environmental effects on root morphology of selected trees for urban forestry purposes.
- (9) The Rocky Mountain Forest Experiment Station sponsored a cooperative research effort with Howard University faculty and students regarding global change effects on high-elevation ecosystems.
- (10) The Southeastern Forest Experiment Station sponsored two projects: (a) a cooperative research effort with Shaw University faculty and students regarding the study of population genetics structure of forest insects and trees in the South; and (b) a cooperative research effort with Tuskegee University faculty and students regarding the study of interactive effects of enriched carbon dioxide and temperature on the growth and physiology of trees under controlled environmental conditions.
- (11) The Southern Forest Experiment Station sponsored four projects: (a) a cooperative research effort with Rust College faculty and students regarding the study of seedling physiological and growth characteristics with environmental variables in Forest Service nurseries; (b) a cooperative research effort with Tuskegee University faculty and students regarding the development of a computer-based instrumentation system for measuring and recording timber harvesting machine functions; (c) a cooperative research effort with Tuskegee students and Region 8 in forestry education opportunities; and (d) a cooperative research conference, meeting, or symposium with Fort Valley State College, Langston University, Prairie View A&M University, Florida A&M University, and Tuskegee faculty and students and other cooperators regarding the use of goats for vegetation management.
- (12) The Forest Products Laboratory sponsored a faculty enrichment program targeted for Oakwood College, Alcorn State University, and Xavier University.

## **1890 Student Summer Employment Program (1890 SSEP)**

The 1890 SSEP is designed to expose HBCU students to Forest Service operations through summer employment. For 1990, all HBCU's not covered by the USDA 1890 Task Force Summer Hire Program were included. While national in scope, the Regional Office Civil Rights staff in Atlanta (Region 8) have the day-to-day operational responsibility, and the Washington Office HBCU Program Manager provides policy and direction assistance. Using a requisition process to identify summer positions, each participating Forest Service unit has specific responsibilities and roles within the program operating procedures.

## **Tuskegee University Preforestry Program**

The Forest Service and Tuskegee University have a cooperative agreement to achieve the following four objectives:

- (1) Inform black high school students, counselors, and teachers of career options in forestry.
- (2) Diversify a 2-year curriculum that orients, educates, and assists students in selecting forestry careers.
- (3) Provide financial support (Forest Resources Council Scholarships) to qualified students.
- (4) Develop cooperative agreements with B.S.-degree-granting forestry schools to facilitate Tuskegee students' transfers to major colleges and universities following the completion of prerequisite courses.

The program is designed to offer basic classes that are compatible with those at other forestry schools. Generally, an average of 4 years is required, 2 at Tuskegee and 2 at another university of the student's choice. Tuskegee University has a working relationship with a number of forestry colleges and universities. This program also is national in scope, with the Regional Office Civil Rights staff in Atlanta having the day-to-day operational responsibility and the Washington Office HBCU Program Manager providing policy and directions.

## **Responsibilities**

The responsibilities of the HBCU Program Manager include the following:

- (1) Coordinating Forest Service policies and strategies for strengthening the capacities of HBCU's as related to Forest Service programs.
- (2) Facilitating the establishment, as appropriate, of initiatives for increased participation of HBCU's in Forest Service programs.

- (3) Monitoring program operations to ensure that HBCU's are given an equal opportunity to participate in grants, contracts, and cooperative agreements.
- (4) Reviewing Forest Service regulations to ensure participation by HBCU's and increase the benefits received by or from HBCU's.
- (5) Serving as the focal point for continuing consultation with HBCU representatives and national organizations concerned with issues affecting HBCU's.
- (6) Preparing national reports required by USDA and other Federal agencies in accordance with Executive Order 12677 and other Federal laws and regulations.
- (7) Monitoring the implementation of these efforts within the Forest Service.

**1991 Major Focus**

The areas of major focus for 1991 involve the following:

- (1) Assisting and monitoring the components and expanding or establishing new relationships with HBCU's.
- (2) Supporting the USDA 1890 Task Force and related activities.
- (3) Developing appropriate internal Forest Service policy, guidance, and informational documents related to HBCU's.
- (4) Assisting HBCU's in providing natural resources education to their student populations to ensure an informed and responsible populace.

**Program Authorities**

Executive Order 12677, issued April 28, 1989, and USDA Departmental Regulation Number 1390-1, issued by the Secretary to USDA Heads of Agencies, dated January 15, 1985, established Federal and USDA policy to provide assistance, technical and financial, to strengthen the capacity of HBCU's to provide quality education and to overcome the effects of discriminatory treatment.

**Definition**

Historically Black Colleges and Universities. Those colleges and universities so designated by USDA Departmental Regulation Number 1390-1. A copy of the current listing is included in this report as Exhibit B.

## Washington Office

### National Forest System

#### Engineering

The year 1990 was extremely active for Engineering. The staff placed two GM-13 female engineers and one GM-13 minority engineer into forest engineer positions on the Routt National Forest in Region 2, the National Forests in Florida in Region 8, and the Siuslaw National Forest in Region 6. These engineers were recruited from the field (GS-11's) and then trained and promoted in the Washington Office for positions of leadership. Engineering also placed a minority male engineer into a district ranger position on the Caribbean National Forest.

While recruiting females and minorities into Forest Service Engineering positions, the staff provided funding for Regional participation in two career fairs (the National Society of Black Engineers and the Society of Women Engineers). The staff also furnished recruitment tools to the Regions to enhance their efforts; specifically, staff members designed and printed an Engineering recruitment poster depicting work force diversity and produced a set of slides depicting each Region to show prospective candidates what to expect in the different areas. These efforts were augmented by purchasing a recruitment advertisement in *Winds of Change*, a Native American career magazine. These achievements have had a positive effect on Regional efforts.

In 1990, the Washington Office Engineering recruitment activities led to the hiring of the first female Geometronics Branch Chief (GM-14), a female cartographer for an upward development position (GS-9/11/12), and a minority engineer for Budget Development (GS/GM-12/13). Through alternative authorities provided by Personnel and Civil Rights that focus on females and minorities, Engineering completed an accelerated promotion (6 MOS-GS-5 to 7) and a direct hire (GS-12), recruited two mechanical engineers and promoted them to GS-9, and instituted upward mobility positions at detached units. Eleven of the 15 females on the Washington Office staff were promoted in 1990.

**Mary Jane Baggett**, a GS-12 Writer/Editor in the Washington Office Engineering's Publications Unit, has been with the Forest Service for 12 years. She began her career with the agency as a GS-1 clerk-trainee in the Cooperative Education Program while a senior in high school. She worked in Engineering's Technical Information Center. When she graduated in June, she was picked up as a GS-2 temporary summer employee, also in the Technical Information Center. That appointment ended in September 1979, at which time she was hired as a clerk-typist (GS-2) in Engineering's Office Support



*Mary Jane Baggett (left) and Sonja Turner*

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Section. In just 3 months, she became a GS-3/4 part-time editorial clerk in Engineering's Publications Unit. A little more than 1 year later, she accepted a position as Operations Control Clerk (GS-4/5), working for Engineering's training and recruitment engineer.

In 1984, Mary Jane became a GS-5/6/7 editorial assistant for the Publications Unit. Realizing that this was her preferred career path, she started taking editorial and printing classes through the USDA Graduate School. In 1987, the job was rewritten as a Technical Publications Editor and upgraded to GS-9. In 1989, she became the head of the Publications Unit as a Technical Publications Writer/Editor, and in March 1990, she received her GS-12. She feels fortunate to have had supervisors who believed in her and her abilities and supported her in her chosen career path. She is also grateful for the opportunities afforded her over the years. The last 12 years have been a steady climb with new challenges around every corner, and Mary Jane is looking forward to the challenges ahead.

In May 1989, Mary Jane hired Sonja Turner as a Technical Publications Editor (GS-5/7/9). Sonja had only been with the Government since January when she moved here from Nebraska. She had been working as a clerk-typist (GS-4) in Range Management at the time. Sonja started taking printing

classes in January 1990 and was promoted to a GS-7 in May. She plans to take more printing and editing classes and hopes to continue her rapid advance up the career ladder.

#### **Range Management**

The Range Management staff convened a special Range Recruitment and Retention Task Group from May 7 to 11, 1990, in Washington, D.C. The task group was asked to review a variety of concerns that were often expressed by Range Management personnel about choosing professional futures, adapting to unfamiliar work situations and relationships, finding moral support, getting the training needed, working under extreme budget constraints, and doing a quality job.

The October 1990 task group report presented 8 problem statements and 15 recommendations, along with an action plan for recruiting and retaining "a diverse team of highly skilled individuals," as called for in the "Quality Rangelands Vision Statement" (1989). The action plan commits the Washington Office Range Management staff, with the help from field Range Management personnel, to:

- (1) Establish a network of Range Management recruitment coordinators to share information, cooperate with Personnel and Civil Rights staffs, and improve outreach.
- (2) Develop a cadre of Range Management "master performers" to serve as counselors and mentors.
- (3) Continue to emphasize "Change on the Range" to give management support, recognize accomplishments, and improve employee skills.
- (4) Support the national Workforce Diversity Task Force in resolving work environment issues, especially in communities and rural areas.
- (5) Establish a continuing education program for mid-career personnel.

Forest Service field officials are urged to work closely with Range Management personnel, employment specialists, and other staffs to help perform better recruiting, to retain highly qualified people, and to make rangeland management a source of professional pride.

#### **Watershed and Air Management**

By providing natural resource education and supporting activities that encourage cultural diversity, the Washington Office Watershed and Air Management staff has made significant contributions to the Forest Service in civil rights and community outreach. The staff continues to cooperate with local minority community organizations and educators to strengthen community awareness of natural resources and help integrate natural resource subject matter into the curricula. The staff has visited local schools to conduct lectures, provide tutoring services, discuss career opportunities, and act as role models. Staff members have also encouraged and organized the participation of other staff

units within the Forest Service and other Federal and private agencies and provided guidance to community leaders and educators seeking resources and equipment necessary to supplement and enhance their classroom effectiveness.

Watershed and Air Management participated in Earth Day and Arbor Day activities, such as panel discussions, lectures, and program planning and implementation. Through frequent visits to various Historically Black Colleges and Universities, the staff has helped maintain Forest Service visibility and communicate career opportunities. Finally, in support of the Department of Agriculture's "Framework for Change," the staff continues to assist in developing a proposal addressing community outreach and cultural diversity activities that would aid managers in meeting equal opportunity and civil rights performance requirements while benefiting the community.

## Wildlife and Fisheries

## Placement of Women and Minorities

The Wildlife and Fisheries staff, under Director **Bob Nelson**, has effectively recruited and trained many women and minorities to successfully compete for advanced positions in the Forest Service. The staff has visited major universities, professional society meetings, and field units, resulting in the placement of women and minorities in Cooperative Education and temporary positions within the Washington Office and the Regions.

In 1990, 16 of the 25 total Washington Office staff employees were women (64 percent). Of the 16 women, 9 are in professional resource management positions, meaning that better than 50 percent of the resource professionals on the staff are women. Three of the women on the staff are minorities, while one of the men is a minority. Therefore, of the 25 positions on the staff, 17 are in the women-minority category (68 percent). This is a remarkable achievement. Consider the following examples:

- (1) A female manager on the Wildlife and Fisheries staff at the GM-14 level was recently promoted to GM-15 Assistant Director for the New Perspectives staff.
- (2) A woman promoted from GM-13 to GM-14 as an Information Management Program Manager is now acting Director of the Wildlife and Fisheries staff in Region 5.
- (3) A woman was promoted from Region 6 to be the National Program Manager for the Threatened, Endangered, and Sensitive Species Program at the GM-14 level.
- (4) A woman (a new employee) was placed in a GS-11 Assistant Fish Program Manager's position.
- (5) A woman was promoted from GS-7 secretary to a GS-9/11 Program Analyst.

## **Training of Women and Minorities**

Training exceeding the agency minimum was provided for all women and minorities on the Wildlife and Fisheries staff. The staff designs training plans to ensure successful employee development and continuing education and entry-level courses to help people be successful. The Wildlife and Fisheries' Continuing Education Program, now 4 years old, assists wildlife and fisheries biologists entering the agency and increases the effectiveness and productivity of mid-career professionals. Although these courses are open to all individuals, they have significantly helped women and minorities adapt to an environment that in the past has not seen many of their numbers. Consider the following:

- (1) A GS-11 woman was placed in part-time employment so she could attend graduate school.
- (2) A GS-13 woman was placed into a legislative executive development position.

## **State and Private Forestry**

State and Private Forestry is actively meeting the challenge of incorporating diversity at all levels. Deputy Chief Al West's philosophy is that, with proper commitment, everyone can make a difference and that, as we achieve a diversified work force, we must learn how to manage it. Creating an environment where no one is advantaged or disadvantaged—an environment where "we" is everyone—is the goal of State and Private Forestry.

## **Foothills Rehabilitation Center**

The Foothills Rehabilitation Center, located in Fort Collins, Colorado, is a Larimer County facility for training the physically and mentally handicapped. Since 1982, the center has been under contract with Forest Pest Management's Methods Application Group to manufacture Douglas-fir tussock moth traps for use by the Forest Service. The 7,000 traps per year that the center assembles benefit both the center and the Forest Service.

## **BIFC Electronics Student Cooperative Program**

Based on the success of the 1988 pilot program, the Boise Interagency Fire Center (BIFC) Electronics Student Co-op Program was officially sanctioned by the Washington Office and an instructor position created in November 1989. The student recruitment and selection process was directed to promote an Affirmative Action policy and achieve a representative work force, with special emphasis on minorities, women, handicapped individuals, and disabled veterans. All costs associated with the eight students were provided by the Washington Office Fire and Aviation Management Diversity Funding Program under the auspices of the "Model for Workforce Diversity."

This program is designed to help interested forests technically and socially. From the group of 40 certified student applicants, eight were selected—six females, one Hispanic male, and one male 10-point veteran (that is, with a 30-percent compensable disability). The Bureau of Land Management



*Trainees of the Foothills Rehabilitation Center assembling Douglas-fir tussock moth traps*

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sponsored one additional female student. All the students who graduated from the original BIFC pilot program group are successfully employed by the Forest Service and the Bureau of Land Management.

#### **Vermont's First Stewardship Forest**

In 1990, \$6 million was appropriated to the USDA Forest Service to initiate the Forest Stewardship Program. The goals of the program are to assist private forest landowners to manage more actively their forest and related resources; keep these lands in a productive and healthy condition for present and future owners; and increase the social, economic, and environmental benefits of these lands. The Cooperative Forestry staff of State and Private Forestry administers this program in partnership with the National Association of State Foresters.

The recognition of Joan and Jenneke Barton as recipients of Vermont's "First Stewardship Forest" award, presented by Governor Madeline Kunin, is an important event for the Equal Employment Opportunity Program. Only 7 percent of the Nation's farms and woodlands are owned or operated by women. Forest Service programs and State Foresters have maintained an outreach effort for many years to identify and assist female and minority forest landowners. The Northeastern Area, State and Private Forestry, located in Radnor, Pennsylvania, worked closely with Vermont's State Forester to support the ceremony and presentation.

#### **Carol Nicholas**

Carol E. Nicholas is the Forest Pest Management staff receptionist. Forest Pest Management has received numerous compliments on Carol's efficiency and pleasantness in staff support and visitor requests. Carol is epileptic.



Vermont's Governor Madeline Kunin (left) designates Joan and Jenneke Barton's forest land as the State's "First Stewardship Forest." (photo by Venessa Fournier)

In December 1989, when Carol decided to undergo brain surgery in an effort to control the frequency and severity of her seizures, staff members donated leave to assist her financially. Her operation was a success, and Carol is now back at work without a recurrence of the disorder.

#### 1890 Student Summer Employment Program

State and Private Forestry was able to provide opportunities in two staff areas for summer interns. The three jobs provided represented 50 percent of the



*Carol Nicholas*

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Washington Office participation in the program. The Forest Pest Management staff employed Krystal Green and Lawanda Norris. Treva Gaines worked with the Cooperative Forestry staff during the summer of 1990. The 1890 Student Summer Employment Program is particularly beneficial to both the Forest Service and the individuals hired.

**Native American/Alaska Native Program**

Continuing the dynamic Service-wide program that started in 1989, the Tribal Government Program is serving to acquaint Native Americans and Alaska Natives with the Forest Service as an employer and as a place to provide cultural and social values to the way the agency achieves its mission. Numerous locations are employing Native Americans and capitalizing on their perspectives in land and natural resource management.

**Luz Parris** is a member of the national Workforce Diversity Task Force and is one of the spokespersons for the emerging Hispanic Concerns group that

recently met with the Chief on issues of concern to Hispanics in the Forest Service.

Earlier this year, Secretary Yeutter established the USDA Emerging Leaders Group, under the direction of Adis Vila, Assistant Secretary for Administration. Among the selectees for this group was **Melody Mobley**, a forester and planner for Cooperative Forestry. Speaking about this experience, Melody said, “The Secretary, Ms. Vila, and other senior managers have high expectations that we will not only develop as future leaders of USDA through our interactions as a group, but that we will also contribute our skills and energy to USDA individually.”

## Research

### Howard University Seminar Series

Beginning with the 1987–1988 school year, Forest Service Research initiated a seminar series with the Department of Botany at Howard University. The series was developed to improve Forest Service contacts with the students and faculty at Howard University by exposing them to the breadth of Forest Service Research. This includes scientific achievements, geographic scope, and the diversity of the agency’s work force. The primary goals were to increase joint research projects between Forest Service researchers and Howard faculty and also attract minority students into Forest Service employment.

To achieve these goals, a schedule of ten speakers was developed that included a broad range of research topics and information on employment opportunities and the diversity objective of the agency’s work force. Spring Semester 1990 focused on global climate change and the impacts of environmental pollution. Speakers included students and several distinguished Forest Service scientists and experts whose presentations covered the latest developments in their respective fields.

Following the seminar series, high-level meetings with Forest Service and university administrators were held to better acquaint each side with the other’s organizational structure and research capabilities. The success of this cooperative effort is evident by the temporary and permanent hiring of Howard students. Two students have now become Forest Service employees.

The series has stimulated three joint research efforts, including a project between Dr. Mary McKenna and **Doug Fox** (Range Management) titled “Atmospheric Influences on Natural Ecosystems.” Each summer, this cooperative effort also gives several students the opportunity to work at the Glacier Lake Ecosystem Experimental Site in Wyoming.

Initial contacts have been made with Virginia State University and the University of Maryland (Eastern Shore) to find out whether they would be interested in participating in a similar arrangement. Both schools are receptive to the seminar circuit; each speaker would give a talk at all three universities while in the area.

## **Outreach Efforts**

The Deputy Chief's Office has developed a recruitment brochure titled "Come Join Us"; it is an outreach effort specifically targeted for women and minorities. It outlines career opportunities in Forest Service Research and describes the benefits that the agency has to offer. This brochure is unique because it has a detachable card for the interested individual to send for additional information concerning employment opportunities with the Forest Service.

Outreach efforts have been expanded to *The Black Collegian* and the *Journal of the National Technology Association*; both provide a vehicle to exchange ideas and information among African-Americans and other people of color. In conjunction with the Southern Station, the Deputy Chief's Office has provided articles on Forest Service Research, as well as advertised career opportunities in the Forest Service. The advertisement in these magazines has generated numerous inquiries from students concerning employment with the agency.

## **Administration**

### **Procurement and Property**

The year 1990 was one of progress for the Procurement and Property staff. Recognizing the need for highly trained personnel, the staff celebrated the graduations of two members from management development programs: **Laurie Lewandowski**, Contract Specialist, from the Women's Executive Leadership Program and **Robbie Chrishon** from the Executive Potential Program. Both Laurie and Robbie were able to take advantage of their training through new and more challenging positions. Robbie is now Branch Chief for Procurement Policy.

Also joining the staff was **Richard Salazar**, transferring from Region 3's Regional Office. He is currently a Procurement Analyst in the Procurement Policy Branch. Richard is also the Small and Disadvantaged Business Utilization Coordinator.

**Rudy Watley**, Branch Chief for Washington Office Operations, is a representative on the National Diversity Conference Steering Committee. **Allen Smith**, Director of the Procurement and Property staff, currently serves as an advisor to the Washington Office Workforce Network.

Currently, the professional staff consists of 25 people. Of these, 8 (32 percent) are women and 5 (20 percent) are minority employees. In addition to strengthening its diverse work force, the staff wrote directions for addressing racial or sexual discrimination involving Forest Service contracts.

## Northern Region (Region 1)

### Regional Office

#### Federal Employees Recognition Day

In 1990, the Northern Region hosted a Federal Employee's Recognition Conference in Missoula. It served as a forum for the exchanging of ideas, listening, learning, and employee interaction. The conference was an outstanding success; it provided employees an exciting opportunity for professional exchange and personal growth.

#### Women Line Officers' Meeting

Women line officers in the Region held their second meeting to share information and strategies, to discuss the issues facing line managers in the workplace today, and to provide support and interaction for women unit leaders.



*Women line officers*

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## **Contract Opportunity Workshop**

In March 1990, Region 1's Native American Program Manager **Ira Jones** and Procurement Analyst **Ron Larsen** sponsored and coordinated a workshop involving the Small Business Association 8(a) program. Attendees were the Bureau of Indian Affairs, the State of Montana, individuals from all Native American tribes in the Region, the Crew Boss Alliance from the Blackfeet Reservation, Native American program managers, and contract officers from each of Region 1's national forests.

## **Native American Recruitment Contract**

Salish Kootenai College, on the Flathead Reservation, has contracted with Region 1 to recruit, enroll, and retain Native American foresters at the University of Montana. Of the 21 tribal community colleges throughout the United States, Salish Kootenai is the only one with an accredited preforestry program. Region 1 has been actively involved in this development effort by providing expertise in curriculum planning. This involvement is provided on a continuing basis.

Two other tribal community colleges in the Region have expressed strong interest in establishing similar programs—Little Big Horn College on the Crow Reservation and Blackfeet Community College on the Blackfeet Reservation. The Region's next step will be to use the Salish Kootenai College model to assist in developing similar programs.



*Salish Kootenai College campus*

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*Native American students and practicum staff traveling to Browning, Montana*

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#### **Inter-Tribal Youth Practicums**

There were two youth practicums (North Idaho and Montana Inter-Tribal) and a youth camp (Nez Perce). The Nez Perce youth camp is discussed in the Nez Perce National Forest section (page 38).

#### **North Idaho Practicum**

The Inter-Tribal Youth Practicums continue to expand in Region 1. In 1990, the Clearwater and the Idaho Panhandle National Forests joined forces and established what is now the North Idaho Practicum. Coordinating this effort were Shelly Fyant and Ed Lieser from the Clearwater and David Glenn from the Idaho Panhandle. Thirty-two high school students from five reservations in northern Idaho and eastern Washington attended the 1990 event.

#### **Montana Inter-Tribal Youth Practicum**

The Montana Inter-Tribal Youth Practicum was held in Browning, Montana, on the Blackfeet Reservation. In 1990, 100 students from the seven reservations were in attendance.

#### **Contracting**

Rodger Nordahl, Small Business Administration Contracting Officer, recently notified the Region that it had been awarded the District Agency of the Year award for its involvement and success in the 8(a) program. As a District winner, the Region had been nominated for the administration's Regional

Agency of the Year award. In addition to setting aside actual procurement opportunities and awarding contracts, the Region's work included outreach efforts for minority- and women-owned contractors to inform them of the many different programs offered. The Region also invited other Federal Government agencies to participate in the workshops.

Items of procurement included the whole spectrum, from basic land services, such as tree thinning and planting, to rather complex computer hardware and software purchases and road building. The Regional procurement preference goals for 1990 were as follows:

|                               | <i>Goal (%)</i> | <i>Estimated \$ Amount</i> |
|-------------------------------|-----------------|----------------------------|
| Small Business Set Aside      | 95              | \$47,500,000               |
| Labor Surplus Area Set Asides | 30              | 15,000,000                 |
| 8(a) Set Aside                | 3               | 1,500,000                  |
| Women-Owned Business Awards   | 2               | 1,000,000                  |
| MSB Competitive Awards        | 1.5             | 750,000                    |

In the 8(a) program for the Small Business Administration's District of Montana, the Region offered approximately \$3 million in project work over the past 2 years.

## **Public Affairs**

### **Pilot Trip for Persons With Disabilities**

The Region has initiated programs to facilitate and encourage wilderness and backcountry use by physically challenged persons. The Regional Public Affairs Director, **Elizabeth L. Horn**, participated in a 7-day pilot trip for "Backcountry Access by Differently-Abled Persons" on August 21-27. The trip was organized and conducted by the Forest Service, the National Park Service, the Bureau of Land Management, the Montana Department of Fish, Wildlife, and Parks, and Wilderness Inquiry of Minneapolis, Minnesota. The primary purpose of the trip was to provide an opportunity for a meeting of minds of outdoor recreation administrators in these Federal and State agencies.

In working with Wilderness Inquiry, the pilot trip encouraged the elderly, physically challenged, and other nontraditional people to avail themselves of the benefits of backcountry recreation. It was the first combined horseback and river travel trip Wilderness Inquiry had planned for its clients. One member was blind. One walked with difficulty because of cerebral palsy. One was deaf. And one had metal plates in her spine from a back injury and was weakened by a nerve and muscle disorder. The 3-day horseback ride in the Bob Marshall Wilderness and the canoe trip down the Missouri River was filmed and photographed by members of the Public Affairs Office staff for a documentary of the trip for use by all four agencies. The pilot trip permitted agency representatives to see backcountry and wilderness recreation from the viewpoint of those with physical disabilities. It also was designed to aid Forest Service personnel in planning for compliance with the Americans With Disabilities Act of 1990, signed recently by the President.



*Riders heading into the Bob Marshall Wilderness cross the North Fork of the Sun River at the K Bar L Guest Ranch west of Augusta, Montana.*

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### **Participation in Idaho Indian Expo, Montana Inter-Tribal Youth Practicum**

**Ken Blackbird**, Student Trainee (Public Affairs), participated in and photographed the activities at the annual Montana Inter-Tribal Youth Practicum in June at the Blackfeet tribal school north of Browning, Montana, and at the All Idaho Indian Expo, July 9–15, at the Western Idaho State Fairgrounds in Boise, Idaho. Blackbird, a University of Montana student in journalism, will use these photographs and slides in developing audiovisual programs for youth leaders and teachers working with students on Montana and Idaho reservations.

### **Aviation and Fire Management Work Force Diversity Meeting**

The Northern Region held its first Region-wide District Fire Management Officer's conference in conjunction with a work force diversity session in Coeur d'Alene, Idaho, in April 1990. The theme of the meeting was "Making the Best Better Through Technology and Diversity" and focused on both technical fire training and work force diversity. The meeting was well attended by forest and district fire management officers, aviation officers, dispatchers, and interagency hotshot crew members, as well as a cross section of Equal Employment Opportunity, Civil Rights, and Federal Women's Program personnel. Several individuals were recognized for their achievements in recruitment, employment, counsel, and support of women and minorities in Aviation and Fire Management.

## Personnel

The year 1990 marked the return of Katherine Solberg to Region 1. Katherine became the Director of Personnel for the Northern Region in June, returning from Region 6. A native of Delaware, Ohio, she grew up in Lynchburg, Virginia, and earned a degree in political science at Mary Baldwin College in 1969. She began her Federal career that year as a personnel management intern in Washington, D.C., in the Department of Health, Education, and Welfare, where for 8 years she served in a variety of personnel management and administrative posts.

Katherine transferred to the Forest Service in 1977 as personnel officer for the Lewis & Clark National Forest, Great Falls, Montana. In 1980, she was assigned to the Flathead National Forest, Kalispell, Montana, as the personnel officer. From 1981 to 1984, she served as a personnel classification specialist in the Washington Office. She transferred to the Pacific Northwest Region, Portland, Oregon, where she served as group leader for the Personnel Employment/Classification group, from 1984 to 1988. She was the administrative officer for the Deschutes National Forest, Region 6, from 1988 until returning to Region 1.

In July, Judith Green reported to Region 1 as the Director of Administration for the Northern Region. A native of Nevada, Green attended the University of Nevada in Reno. She is a veteran of 28 years in a variety of posts in the Federal Government. Her first Civil Service job was with the Department of Health, Education, and Welfare in Anchorage, Alaska, from 1962 to 1965. After 3 years with the Department of the Air Force in San Antonio, Texas, from 1965 to 1968, Green returned to Anchorage to work 2 years with the



*Katherine Solberg*



*Judith Green*

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Department of the Army, from 1968 to 1970. Judith's 20-year career with the Forest Service started on the Toiyabe National Forest, Region 4, Sparks, Nevada, as a voucher examiner in 1970. She was promoted to accounting technician in 1973. From 1975 to 1978, she was budget and accounting officer for the Caribou National Forest, Region 4, Pocatello, Idaho. She was a budget analyst for the Eldorado National Forest, Region 5, Placerville, California, for 2 years, from 1978 to 1980, before returning to the Toiyabe from 1980 to 1985 as the budget, accounting, and resource officer. After serving as administrative officer on Region 2's Bighorn National Forest, Sheridan, Wyoming, from 1985 to 1986, Sheridan, Wyoming, she was promoted in September 1986 to an administrative officer position on the Eldorado National Forest, Region 5—the position she held prior to arriving at Region 1.

Judith is a member of the Business and Professional Women's Club. She has served as finance instructor at the Forest Service fire generalship school in Marana, Arizona.

In May 1990, Louise Odegaard reported to her new position as the North Dakota Coordinator on the Custer National Forest. She grew up in a small town in Minnesota. She received a bachelor of science degree in forestry from Iowa State University in 1972. From 1974 to 1976, she completed 33 hours toward her master of science in forestry at Iowa State. In 1988, she received her MBA from the University of Southern California.

Louise began her Forest Service career as a recreation aide on the Watersmeet Ranger District of the Ottawa National Forest in Region 9. She has worked on various forests in several Regions. Some of the positions she has held were on the Recreation and Lands staffs on the Cuba and Jemez Ranger Districts, respectively, of the Santa Fe National Forest, Region 3; operations research analyst on the Cassville Ranger District, Mark Twain National Forest, Region 9; forest silviculturist on the Santa Fe National Forest, Region 3; district ranger on the Tesuque Ranger District, Santa Fe National Forest, Region 3; public affairs specialist, Regional Office, Region 3; policy analyst, Washington Office; and acting recreation staff member, Chugach National Forest, Region 10.

**Josiah S. Kim** joined the Forest Service in August 1990 as an architect in the Engineering unit of the Regional Office. He received both his bachelor's and master's degrees in architecture from the University of Idaho. He started his Federal career as an architect with the Department of the Navy in California in June 1985. From March 1986 to July 1987, he was an architect with the U.S. Army Corps of Engineers in Sacramento, California. Josiah worked as an architect with the Department of the Air Force in Sacramento from July 1987 to February 1989. He then transferred to the U.S. Coast Guard in Washington, D.C., as a senior architect until he came to Region 1.

In August 1990, **Donna Kim** began her career with the Forest Service as an environmental engineer in the Regional Office Engineering unit. Donna received her bachelor's and master's degrees in civil engineering at the University of Idaho. She is a registered professional engineer. Donna began her



*Josiah Kim*



*Donna Kim*

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Federal employment with the Department of the Navy in August 1985 as a civil engineer in Sacramento, California. From March 1986 to February 1989, she was a hydraulic engineer with the U.S. Army Corps of Engineers in Sacramento. In February 1989, she became a civil engineer with the U.S. Coast Guard in Washington, D.C.

Ann Baker was named Regional Safety Officer in March 1990. Ann attended Southwest Missouri State University. In August 1971, she began her Federal career with the Bureau of Reclamation in St. Anthony, Idaho. Ann worked for the General Services Administration in Ogden, Utah, as the building's operations clerk from August 1972 to December 1974. In 1975, she was employed with the Department of Health, Education, and Welfare's Social Security Administration, Missoula, Montana, where she worked until 1979.

Ann joined the ranks of the Forest Service as an employee development assistant on the Regional Personnel staff of Region 1. In May 1984, she became an administrative officer at the Intermountain Station in Missoula, where she worked until she returned to the Region 1 Personnel staff.

## **Beaverhead National Forest**

### **Recruitment**

The Beaverhead National Forest has been active in providing opportunities for women and minorities and in 1990 was successful in recruiting under the 1890 Land Grant Program. Students Jason McCord (physical education) and Antonio Lowell (business), from Rust College in Mississippi, were recruited to work on the timber stand examination crew for the Dillon Ranger District. The district ventured into a spirited outreach effort focusing on projecting a



*Ann Baker*

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positive image about the forest, the town, and the people. This was the first experience for Jason and Tony out of their home State. The district's Timber staff of **Marsh Sine, Elizabeth Brann, and Jim Lincoln** were instrumental in ensuring a positive learning experience for the students. This was clearly acknowledged by the students, and they expressed their intention of returning to the Dillon and the Beaverhead to work again next season.

The forest's Native American Special Emphasis Program chairs, **Donna Brooks and Mike Ryan**, successfully assisted the Dillon and Wisdom Ranger Districts in creating work programs for 11 members of the Blackfeet Reservation in Browning, Montana. Arrangements were coordinated through the Tribal Employment Rights Office with **Don White and Bonnie Matt**.

A five-person crew spent 2 weeks working on fencing and brush disposal on the Wisdom Ranger District; this activity was typical of the program's projects. Another five-person crew went to the Dillon Ranger District for a tour of 180 days.

**Mary Stone**, also of the Blackfeet, was one of the Supervisor's Office six receptionists during the summer. The public and forest users found her a delightful first-person contact as she assisted them at the front desk.

**Ira Jones**, Regional Office Native American Program Manager, presented Donna and Mike with art posters depicting Chief Seattle and his words on the spiritual value of the land, in appreciation for their work in this year's Native American program. The Beaverhead also presented each cochair with a splendid line drawing of Chief Joseph in appreciation for their program leadership.

Much of the success of the Native American emphasis can be traced to the agreements worked out between the tribe's Tribal Employment Rights Office and Donna Brooks of the Dillon Ranger District. Her effort did not go unnoticed by the Blackfeet people. The tribal chairman and traditional tribal chief, Earle Old Person, travelled from Browning, Montana, to Dillon, Montana, to personally present Donna with a gift in appreciation of her work. She was given a brilliant Pendleton wool blanket. This is a singular honor rarely bestowed on anyone. Donna rightfully feels proud of her accomplishment and will certainly cherish the gift and the memory. Donna has recently moved on to Oregon. She has left the forest the highest challenge anyone can ever undertake in human relations—to maintain the trust, respect, and admiration that she secured from people with a cultural background so different from hers.

**Ann Van Krieken** filled an ecological survey crew leader position. Ann came to Region 1 from the Dixie National Forest, Region 4, where she was a soil science trainee.

#### **Native American Week—1990**

A main accomplishment on the forest was an active and enjoyable Native American Week. **Harold Gray**, of the Blackfeet tribe, was a featured speaker, and **Mike Ryan** presented a brown bag lunch program, which consisted of films depicting various aspects of Native American culture and a discussion of cultural background to set the films in historic and cultural context.

#### **Bitterroot National Forest**

##### **International Continental Divide Trail Crew**

The Bitterroot and Beaverhead National Forests had a rare opportunity in August 1990 to host the International Continental Divide Trail Crew. The crew helped construct a 6-mile section between Schultz Saddle and Gibbons Pass on the proposed 3,100-mile Continental Divide National Scenic Trail. This cooperative work project, arranged by the Forest Service through the Council on International Educational Exchange, included 11 young adults from various background and countries—the United States, France, Germany, Belgium, England, and Wales. The council, a nonprofit membership organization founded in 1947 after World War II, promotes the exchange of youth work projects as a valuable tool in enhancing international peace and understanding. Work camps sponsored by the council allow volunteers from all over the world to work on projects in local communities while living together, sharing meals, making decisions, and participating in recreational activities.

**Shirley Marsh**, volunteer coordinator on the Bitterroot National Forest, proposed the idea of a cooperative work project to the Sula and Wisdom Ranger Districts, which were waiting to see whether their 1990 trail construction proposal for the Continental Divide Trail would be funded. In early August, the volunteers arrived in Missoula—for many, their first experience in the United States. At the Sula Ranger District, they were welcomed by personnel from the district and the local community. The Sula Women's Club and the district jointly hosted a welcoming potluck for the volunteers; then it was off



*International Continental Divide Trail Crew on the Bitterroot National Forest*

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to their new "home" at historic Hogan's Cabin on the Wisdom Ranger District where the Trapper Creek Job Corps from the Darby Ranger District planned and prepared their meals. In addition to the 2 weeks on the trail project, the volunteers spent an additional week on the Sula Ranger District working with crews on various projects, including watershed, range, installation of an acid rain monitoring station, recreation, and timber stand examinations.

As part of the cultural exchange, there were evening and weekend activities available to the volunteers. Park Ranger Kevin Peters, from the Big Hole Battlefield Monument, demonstrated how to put up a tepee during an evening activity. A farewell party for the volunteers was hosted by the Sula and Wisdom Ranger Districts and catered by the Trapper Creek Job Corps.

**Trapper Creek Job Corps Center**

The Trapper Creek Job Corps Center is a Residential Work Training Program located on the Bitterroot National Forest, 8 miles southwest of Darby, Montana. The program offers a large range of vocational training to prepare

students for future employment, as well as a well-rounded educational program.

Students also participate in structured recreational activities. These students bring diversity, with most coming from Montana and others from Idaho, Colorado, Wyoming, Utah, North Dakota, and South Dakota. However, diversity is not just among the students; Trapper Creek has a well-trained and diverse staff to accommodate the students.

Trapper Creek not only supports the Chief's Workforce 1995 goals, but also assists in implementing the Bitterroot National Forest 1990 Civil Rights Affirmative Action Plan, as well as its established goals and targets, which promote cultural awareness. Foreign exchange students from Mexico, Panama, and South America who attend neighboring schools joined in the celebration dinner that the students prepared to celebrate Mexico's Independence Day.

With the help of Rocky Solas, Region 5 Director of Human Resource Programs, a Mexican flag was located and proudly displayed in the dining hall for all to see during National Hispanic Month. The culinary arts students planned and cooked another Hispanic dinner on September 19, inviting all employees on the Bitterroot Forest.

## Clearwater National Forest

### Kushanaishkit 1990

"[S]omething very special happened to all of us up there, something out of the ordinary, something we will never forget," said **Fred Trevey**, Clearwater National Forest Supervisor. "Our people call this trail Koos-say-na-iss-kit (Kushanaishkit)," explained Nez Perce tribal councilman and elder **Allen Slickpoo**, "which means the migration over the road to the land of the buffalo at the time the buffalo sheds its hair. What that means is June is the month that many of our people would begin their annual migration to the plains to hunt buffalo."

The Clearwater National Forest invited members of the Nez Perce Tribe, employees of the Lolo National Forest, and the deputy regional forester to participate in a 3-day motor vehicle/horseback trip over an area of the Lolo trail system and motorway that contains significant archaeological sites once used by the Nez Perce Tribe. Triple "O" Outfitters provided food service and horses for 30 participants, nearly half of whom were tribal members. The objectives of the trip were to become better acquainted, to foster more personal working relationships between the tribe and forest, to view areas of interest in tribal history, to become more aware of tribal customs and concerns about historic and cultural sites, and to explore management alternatives for the future protection and interpretation of those sites.

In addition, three people from National Public Radio joined the group to record this historical event—one that will go down in forest/tribal history as the first trip over the Lolo in which tribal and forest folks rode together in

friendship and fun to honor Nez Perce elders and offer respects to Nez Perce ancestors. It also was the first time national forest personnel and a Native American tribe have come together to consider the comanagement of cultural resources on public lands. September 1990 marked the beginning of a series of meetings between forest and tribal officials to discuss the comanagement of cultural resources on the Lolo trail system, including the protection, stabilization, and interpretation of those cultural resource values.

#### **Career Management Day**

Career Management Day on the Clearwater National Forest was not a typical career seminar. Forest employees joined in the recruitment and retention effort by taking charge of work life quality.

The 130 participants, which included the management team, are working together to make the Clearwater National Forest and the Forest Service an even better place to work. Career Day is sponsored by the Forest Human Relations Action Committee and the Federal Women's Program.

#### **Flathead National Forest**

##### **Cooperative Venture**

Since 1988, the Flathead National Forest has used several crews of individuals with developmental disabilities from Flathead Industries to do a variety of valuable natural resource tasks. Through a cooperative agreement between the Flathead National Forest and Flathead Industries, valuable job training, meaningful work in an integrated work force, and educational outdoor activities that enhance physical and mental health and promote cultural diversity are provided. Participants have an opportunity to interact with Forest Service employees and the public and to establish positive teamwork relationships with one another, away from a sheltered work environment. The ultimate goal of Flathead Industries is for these individuals to become qualified, competent employees and eventually be hired into permanent positions with the Forest Service and other businesses.

The Flathead National Forest employed two crews from Flathead Industries in 1990—one full-time crew on the Swan Lake Ranger District doing rehabilitation and erosion control work on closed roads and a part-time crew on the Hungry Horse Ranger District working at developed site cleanup, painting barrier logs and outdoor toilets, cleaning fire pits, installing sign posts, and replacing signs. This program has been a very successful experience for both the Forest Service and Flathead Industries. The Flathead Industries crews are truly an asset to the Forest Service; the forest hopes to expand the program and looks forward to having the crews back next year.

##### **Cultural Awareness Days 1990**

In July, Glacier National Park's Equal Opportunity Committee and the Flathead National Forest's Native American Program cosponsored a cultural awareness presentation covering the history, culture, and contemporary issues



*The Swan Lake crew—Dean Rollins (left) peeling posts for a wood fence and Dean with Jamie Herron and Robert Malatane fertilizing a closed road (right)*

of the Blackfeet Nation from the early 1700's through the 1900's. The presenter was **Darrell Kipp**, Chairperson of the Piegan Institute of Browning, Montana. The Piegan Institute is a private, nonprofit organization dedicated to research, preservation, and promotion of Native American languages and cultural awareness.

#### **Job Sharing**

**Sandra Hanson and Gail Stanley** are Purchasing Agents for the Glacier View Ranger District on the Flathead National Forest. They are currently sharing one position; each works 2 weeks a month. Their work days are composed of 2 days one week and 3 days the next. Both employees are mothers and enjoy the flexibility of working, having time for their children, and volunteering for outside activities.



*The Swan Lake and Hungry Horse crews cleaning up the Big Mountain Ski Area*



*Darrell Kipp, speaker for the  
Piegan Institute*

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## **Lewis & Clark National Forest**

### **Native American Firefighter Training**

The Lewis & Clark National Forest has been very successful in working with the local Native American community to provide firefighter training. In fact, during the 1990 fire season, the forest dispatched seven full crews and one camp crew of 10 people. The crews came from a roster of just under 100 people. Total payroll for the 1990 season was \$167,266. This equated to about 20,908 hours, which is equivalents to 10.1 work years. The Lewis & Clark was recognized for this accomplishment by receiving an award titled "1990 Training and Experience Leadership, Northern Region Fire and Aviation Program"; the award praises forest efforts in providing training and experience to Native Americans in fire management.

### **Contracting**

The Lewis & Clark Forest, in conjunction with the Flathead Forest, the Blackfeet Tribe, the Fort Belknap Tribe, the Small Business Administration, and the Bureau of Indian Affairs, has been exploring the possibility of providing procurement and training opportunities for Native Americans. The Blackfeet Tribe has been providing assistance to some of its members to organize and establish a separate entity (Crew Boss Alliance), whereby the tribe would be able to bid on Forest Service contracts. The forest has awarded three tree thinning contracts to a group from the Blackfeet Reservation for a total cost of approximately \$13,000.

## **Lolo National Forest**

### **Extraordinary Courage**

**Jackie McGuire**, a Civil Engineering Technician on the Lolo National Forest, received a Regional Forester's Honor Award in 1990. Her remarkable courage, judgment, and determination in the rescue of individuals injured in the Rock Creek microburst on July 15, 1989, were recognized as heroic.

## **Summer Employment Programs**

The Lolo National Forest has had great success with its summer employment programs. Joyce Douglas and Tracy Bowens traveled all the way from Rust College in Holly Springs, Mississippi, to work on the timber crew on the Superior Ranger District. Joyce and Tracy were hired through the Historically Black Colleges and Universities Summer Student Employment Program.

At first, they had a difficult time adjusting to Montana, especially to the terrain and weather. During the first few weeks they worked, it was snowing and cold—something they had never experienced. They also had difficulty climbing on the mountainsides, as this was new to them, too. They had envisioned working in park-like campgrounds and were surprised that this was not the case. Add to these things some culture shock and homesickness, and one can understand that the first few weeks were pretty miserable for Joyce and Tracy.

However, both young women proved to be very determined. They both picked up the work quickly and, within a month, were valuable members of the crew. As they made friends and got in shape, their spirits improved greatly. Their supervisor and other friends made an extra effort to inspire some Montana spirit, taking them on trips to Glacier Park and to Missoula (to try to remind them what city life was like). Although they were happy to be going home when they left in late August, they seemed glad they had come; their memories should be good ones.

The effect that Joyce and Tracy had on the crew is an excellent example of the benefits of the 1890 program. In addition to the work they accomplished, they brought with them a different outlook and culture and reached out to share this with forest employees. Their contagious enthusiasm and senses of humor inspired everyone. The forest people learned something about life in Mississippi, while Joyce and Tracy learned something about Montana.

## **Contracting**

The Fort Belknap Indian Agency, operating as Fort Belknap Economic Development Corporation, bid on and was awarded two labor contracts that the Superior Ranger District, Lolo National Forest, offered in 1989 and 1990 for slashing, fire line construction, prescribed burning, and mop-up. This cooperation between the Fort Belknap Indian Agency and the Forest Service is providing a long-term benefit to both agencies. The experience gained by Fort Belknap crews will qualify them for Small Business Administration contractor status and will make it easier for Fort Belknap to qualify for additional contracts. Meanwhile, the Forest Service should have an experienced work force available with which to contract for years to come.

In addition to the work with Fort Belknap, the Lolo National Forest currently holds five Small Business Administration 8(a) contracts, totaling more than \$400,000. The two subcontractors involved are Wilderness Excavating and Marengo Surveying. Contracts include North Fork Blackfoot Road repair for the Seeley Lake Ranger District; a land surveying project for the Missoula and Seeley Lake Ranger Districts; Scapegoat Trailhead facilities, including construction of treated timber horse leading ramps, corrals, and hitchrails at Mountine Trailhead and Pyramid Pass Trailhead on the Seeley Lake Ranger District;

and road construction and reconstruction on the Superior and Plains/Thompson Falls Ranger Districts.

## Nez Perce National Forest

### All Idaho Indian Expo

The Nez Perce National Forest's Native American Program Manager, Gary Kellogg, took the lead in organizing and conducting the Forest Service participation in the All Idaho Indian Expo, July 9–15, 1990, in Boise. The theme for Forest Service participation was "Nation to Nation—Guardianship of Natural Resources." Idaho forests and the Wallowa-Whitman National Forest helped plan and carry out the Forest Service expo participation, which included running exhibit booths at the Western Idaho State Fairgrounds, Boise State University, and at the Affiliated Tribes of the Northwest meeting; publicizing the expo; providing more than 1,000 tepee poles; assisting in the construction of tribal booths; coordinating the printing of tribal material; and participating in the All Indian parade. Robert Tippeconnic of the Washington Office



*The All Idaho Indian Expo parade*

#### **Nez Perce Forest/Nez Perce Tribe Native American Youth Camp**

spoke during the opening ceremony. In addition, smokejumpers delivered letters to tribal leaders from the Chief and Idaho forest supervisors. More than 200 Forest Service and tribal people assisted the Forest Service in its All Idaho Indian Expo effort.

#### **Nez Perce Tribe/Nez Perce Forest Native American Week**

The Nez Perce Forest and the Nez Perce Tribe held their third annual Native American Youth Camp on the forest, August 6–9, 1990. The camp provides educational and personal forest resource experiences for Native American students in the 6th through 9th grades. Mary Tall Bull from the forest coordinated the 1990 camp, which had 32 Nez Perce youths, along with family members, friends, and adult tribal workers, for a total participation of 60 people.

#### **Working Parents Room**

Employees of the Nez Perce Forest are striving to create a work environment responsive to the needs of all the work force. A room in the supervisor's office will now be used primarily by working parents. The priority use of this room is to provide parents of newborns (0 to 6 months) the opportunity to return to work soon after the birth of their child. When not in use for newborns, this room will be used for mildly sick children (without temperatures), for emergency child care, or as a quiet room for employees.

Employees and supervisors are encouraged to take full advantage of flexible schedules, to have a newborn (0 to 6 months) child at their normal work station, to work at home occasionally, to use the working parents room, or to use the onsite day care program on the Elk City Ranger District, when necessary.

#### **Employment**

**Lawanda Kelly**, employed through the 1890 Land Grant Program, worked as a member of the silviculture crew on the Red River Ranger District. She is attending Alcorn State University and is studying political science. Lawanda accomplished stand examinations in the field and summarized the data in the office.



*Site of the fourth annual Nez Perce Native American Week*

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## Rocky Mountain Region (Region 2)

### Regional Office

#### Air, Aviation, and Fire Management

With funding support from Fire and Aviation Management in the Washington Office, Region 2 has extended its Cooperative Education Program in Fire Management by three positions, bringing the total to four. Dr. Phillip Omi of Colorado State University assisted in recruiting two graduate students (**Susan Carr** and **Brenden Tu**) and an undergraduate (**Aaron Ortega**) to fill the three new positions. Tuition support is being provided by Region 2's Air, Aviation, and Fire Management. This effort will place four highly qualified fire and land management professionals in the agency between 1993 and 1995. The National Park Service has enthusiastically agreed to assist by allowing one of the graduate students to gather data from the Dinosaur National Monument for a thesis that will provide beneficial information for both agencies.

#### Management Systems and Administration

**Steve Hinojos** was selected to fill a high school Cooperative Education position in the Fiscal and Public Safety group and has completed his first summer of employment.

**Paul Jackson** and **Loretta James** were recruited from the Historically Black Colleges and Universities for summer employment in Information Systems Management. They both returned to school in August.

**Carlos Gonzales** was selected from Metropolitan State College for a Cooperative Education position working in the computer area and has completed his first summer of employment.

Management Systems and Administration has adjusted its organization to accommodate a Job Corps graduate who has been on board for about 2 months. The unit was also able to accommodate a "baby in the workplace" to assist one employee in returning to work soon after the birth of her baby.

#### Public Affairs

#### Native American Program Report

The Rocky Mountain Region and the Rocky Mountain Forest and Range Experiment Station joined together in 1990 to pursue a dynamic outreach program for Native American tribes interested in national forest and experiment station lands, programs, and activities. The program stemmed from the four-plank national program, emphasizing government-to-government relationships, trust and treaty responsibilities, traditional values and practices, educational liaison, technical assistance, and technology transfer.

This program vests primary responsibility in forest supervisors and project leaders through a "council area" system that blends tribal councils with appropriate Forest Service units on a geographic basis. Each tribe within a council area has been contacted initially; meetings are being conducted regularly to implement government-to-government relationships. Regional coordination responsibility was placed in the Legislative Affairs section of Public Affairs in the Regional Office, with the intent of emphasizing governmental relationships in conjunction with legislative coordination and issues management.

A Regional oversight committee consisting of a forest supervisor, one Regional director for Resources, the director of Lands, the director of Civil Rights, the Regional cultural resources specialist, the Regional legislative affairs coordinator, and the station's assistant director for Administration, serves as a peer assistance and review group to help council areas on major issues and opportunities and to provide overall program guidance.

A Native American field liaison pilot program to link the Forest Service to Native American educational institutions and colleges affiliated with federally recognized tribes was established with the hiring of a coordinator in February. The "pilot program" is administered by the Rocky Mountain Forest and Range Experiment Station and staffed at Rapid City, South Dakota; it serves four Native American colleges. It coordinates programs of mutual interest to:

- (1) Assist in academic and curricula development.
- (2) Advise and counsel students on Forest Service employment opportunities and programs.
- (3) Provide counsel to college and university committees on agricultural and natural resources conservation matters.
- (4) Serve as requested on special projects to evaluate program effectiveness and to improve outreach efforts.
- (5) Serve as Forest Service agency spokesperson for needed research and provide for technology transfer.
- (6) Plan and participate in workshops, demonstration projects, field days, and tours with students, staff, and affiliated agency persons and organizations.

In 1990, the program fostered significant interaction between tribes and the Forest Service. Some program accomplishments include significant progress with the Medicine Wheel issue on the Bighorn National Forest, involving the Northern and Southern Cheyenne, Northern and Southern Arapaho, Crow, and Shoshone Tribes; cultural resources management training on the Routt and San Juan National Forests for members of the Uintah Ute and Southern Ute Tribes; tree planting and other forestry work through the Nebraska National Forest on the Pine Ridge Reservation; insect and disease surveys on the Pine Ridge and Southern Ute Reservations; and a youth camp and timber sale assistance for the Lakota Tribe on the Black Hills National Forest.

Finally, the program has fostered the recruitment and retention of employees. Five seasonal employees from Southwest Indian Polytechnic Institute were hired on the White River National Forest, along with two other Cooperative Education students who are Native Americans. A recruitment program on the Wind River Reservation in Wyoming placed five students on the Shoshone National Forest. The Nebraska National Forest is sharing a wildlife biologist with the Pine Ridge Reservation.

### **Equal Access Report**

Public Affairs has taken a strong leadership role in the Region to improve access to national forests for the physically challenged. The director of Public Affairs serves as a member of the Physically-Challenged Access to the Woods (PAW) advisory board. PAW is a private group that grew from efforts on the White River National Forest to develop partnerships that could improve accessibility to forest facilities.

Public Affairs organized and sponsored the Forest Service's first national accessibility workshop, held at Silver Creek Resort, near Granby, Colorado, February 27–28, 1990. At this symposium, Regional Forester Gary Cargill hosted the first Regional meeting between a Regional Forester and persons with disabilities to scope out special needs and issues of employment and the workplace. Public Affairs also assisted in compiling the symposium proceedings, available both in written and video formats.

In addition, the Interpretive Services section of Public Affairs participated in a Challenge Cost-Share Program with PAW to produce a bibliography of materials on interpretation for individuals with various special needs.

### **Personnel Management**

The Regional Office sponsored a tour for officials for 1890 Land Grant colleges to four national forests. Participating officials represented Alcorn State University, Fort Valley State College, Kentucky State University, and Prairie View A&M University. College officials had an opportunity to visit with forest supervisors, district rangers, work supervisors, and the students themselves. As a result of these discussions, the college people have a much better understanding of what the Forest Service is, what it does, and what summer jobs within the agency are like. Forest people gained a greater understanding of the 1890 colleges and their students.

As a direct result of this visit, Alcorn State University has added two forestry-related courses to its curriculum. In addition, discussions are ongoing with all four colleges regarding curricula changes to better meet Forest Service job requirements.

### **Black Hills National Forest**

In 1989, Forest Supervisor Darrel Kenops of the Black Hills National Forest initiated the development of a Memorandum of Understanding between the Forest Service and Pine Ridge Bureau of Indian Affairs for forest assistance in

implementing the Pine Ridge Comprehensive Forest Management Plan. This was one of four requests that the Bureau of Indian Affairs Superintendent Michael Fairbanks made to Darrel, when receiving the forest's offer of assistance. In 1990, with Resource Staff Officer Stan Silva leading the way, an interagency agreement between two groups was adopted. One group consists of the U.S. Department of the Interior, the Bureau of Indian Affairs, the Pine Ridge Agency, and the Pine Ridge Indian Reservation. The other group is made up of three Forest Service units—the Black Hills National Forest, the Nebraska National Forest, and the Rocky Mountain Forest and Range Experiment Station. These agencies are assisting with the implementation of the Pine Ridge Forest Management Plan on the Pine Ridge Reservation.

As a means to focus on the specific needs of the reservation, Darrel initiated a 5-year cooperative agreement between the agencies, which identified needs and resources that partner agencies could contribute. The agreement was finalized, with the Black Hills National Forest providing short- and long-term assistance. Short-term assistance provided in 1990 included the following:

- (1) *Tree planting.* The tribe planted 15,000 ponderosa pine and hardwood seedlings. Some trees were planted on the reservation, but most were planted at the nursery for future identified sites. The Black Hills Forest loaned the tribe available planting tools and bags and assisted in locating tree-planting areas.
- (2) *Pilot timber sale program.* The forest has provided technical assistance and advice to the tribe regarding the opportunity for a timber sale on tribal lands; this is ongoing.
- (3) *Forester position.* The forest assisted the Pine Ridge Agency in locating a forester to help with establishing a long-range timber management program for the reservation.
- (4) *Law enforcement.* The Black Hills Forest is assisting the Pine Ridge Agency in the investigation of a tree-cutting trespass.

Long-range objectives, with completion dates of 1991–92, include reforestation needs, firewood programs, and an integrated resource management plan.

The Custer Ranger District on the Black Hills Forest hosted the first Johnson O'Malley Sioux Summer Camp on national forest lands. The camp's function is to educate young Native American children on the dangers of alcohol and drug abuse and to bring them back to their traditional roots in the Black Hills.

The 10-week camp was attended by more than 1,000 youngsters. Each week, a group of 100 new youngsters were brought into camp from each of the many reservations across South Dakota. Presentations included talks from Forest Service employees on a wide variety of topics.

Through Custer District Ranger Frank Cross, his staff, and Forest Special Agent Robert Ecoffey's efforts, the result was a successful outreach effort to

an important component of the South Dakota population. It is the forest's intention to make this an annual activity.

### **Medicine Bow National Forest**

Last summer, the Medicine Bow National Forest hired nine students from 1890 colleges and universities and two students from other minority schools for its seasonal program of work. Educational institutions represented were Alcorn State University, Kentucky State University, Fort Valley State College, and New Mexico Highlands University. A majority of the students submitted written reviews of their work experience that were very positive and indicated a desire to return next season. In addition to these students, five Native Americans were employed—two from the University of Montana, two from the University of Wyoming, and one nonstudent.

### **Rio Grande National Forest**

The Rio Grande Forest is excited about its achievements with the student trainee program. To date, there now are 16 students on board—11 under the Federal Junior Fellowship Program and 5 under the various Cooperative Education programs. This is a significant number of trainees for a forest whose permanent work force only totals 99. Currently, the mix of this group is 2 minority females, 6 white females, 6 minority males, and 2 white males. Also, 2 are pursuing degrees in business management, 4 in forestry, 5 in engineering, 3 in wildlife biology, 1 in landscape architecture, and 1 in computer science. These students are viewed as one link in the overall plan of the Forest Service to reach work force diversity by 1995.

### **Routt National Forest**

**Ellen Lafayette** became the Forest Engineer on the Routt National Forest. She and her 5-year-old daughter moved to Steamboat Springs, Colorado, in January 1990. Ellen formerly worked in the Washington Office as Engineering's representative on the 1990 RPA team and as budget coordinator for the Federal Facilities Compliance Program.

### **San Juan National Forest**

All San Juan National Forest employees were presented the opportunity to participate in the Quality of Life Workshop, March 13–15, 1990, in Durango, Colorado. The workshop was sponsored by Our People's Program, the forest's committee for employee representation in civil rights and other employee-management issues. The workshop featured presentations by several consultants on a variety of topics associated with quality-of-life issues.

**Al Martinez**, Hispanic Program Manager for the San Juan National Forest, recruited New Mexico Highlands University students for a variety of summer jobs throughout Region 2, through the Summer Student Employment Program. Regional recruitment needs were consolidated by Hispanic program managers and personnel officers throughout the Region to provide a number of job opportunities for students enrolled at New Mexico Highlands. Recruitment efforts resulted in successful placements on the White River, Rio Grande, Medicine Bow, Pike and San Isabel, and San Juan National Forests.



*Rio Grande Junior Fellowship student Cindi Shuler on the Crude Ranger District*



*Rio Grande Junior Fellowship students*

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## **Shoshone National Forest**

The Shoshone Forest recently welcomed the addition of four highly talented minority youths to its staff through the Federal Junior Fellowship Program. These students—**Phillip Fessler, Jason Campbell, Floyd Addison, and Shane White**—are enrolled at various colleges and universities and are pursuing degrees in civil engineering, wildlife biology, and range management.

Last summer, the forest was fortunate in hiring three students from 1890 universities to work at various district locations. They are **Kamajlit McGee, Joseph Brandon, and Herman Scott**—all from Alcorn State University.

On March 2–3, 1990, the forest participated in the Office of Personnel Management High Tech Job Fair held in Denver, Colorado. Through this participation, the forest was successful in employing two white females and three minority males. Positions filled through the job fair include one in the biological sciences, one civil engineering technician, and three in the forestry technician series. The five additions to the forest staff through this job fair are **Elizabeth Ozwald, Connie Isdahl, James Thayer, Juan Aguirre, and Ivan Posey**.

## **Southwestern Region (Region 3)**

### **Regional Office**

#### **Project MORE**

Project MORE (Minority Outreach, Recruitment, and Employment) initiated in Region 3 is gaining momentum. Joyce Quintana promoted the formation of MORE during "Partners in Leadership," a training program formulated in Region 3 that develops future leaders in the Forest Service (see later discussion). Its Forest Service members include representatives from Regions 2 and 3 and the Rocky Mountain Station. The other Consortium members come from the Bureau of Land Management, the Soil Conservation Service, the Bureau of Indian Affairs, the National Park Service, Northern Arizona University, Colorado State University, New Mexico State University, Northern New Mexico Community College, Southwestern Indian Polytechnic Institute, Scottsdale Community College and Valley High School, the New Mexico Commission on Higher Education, and the Mathematics, Engineering, Science Achievement Program (MESA). After the members formulated objectives during Project MORE's early stages, the participants signed a memorandum of understanding at a ceremony in November 1990 on the campus of Northern New Mexico Community College in Espanola.

Project MORE innovatively addresses a traditionally overlooked problem: minority students have seldom been attracted or encouraged to pursue natural-resource-related careers. For example, the MORE Consortium is sponsoring a career camp in June 1991. The camp is being designed for 40 students and will be hosted by New Mexico Highlands University and the Santa Fe and Carson National Forests.

#### **Work Force Diversity Update**

In response to the projected diverse employment needs of Region 3, a Southwestern Region Recruiter's Bureau was formed. Richard Fortune, Program Coordinator for the Bureau and the Human Resources Staff, conducted a seminar for 50 representatives from each forest in the Region. The objective was to train a cadre of field representatives in state-of-the-art recruitment techniques and the hiring process.

In the spring of 1990, the Region formed a Persons With Disabilities Committee, with Sandra Raun serving as the Special Emphasis Manager. Maria Perea, Jim Bradley, and Sandra presented the committee's goals at the Regional Foresters and Directors meeting in June. A main goal is to promote the hiring of persons with disabilities through awareness of their capabilities.

Spanish classes for interested Regional Office employees started during the summer of 1990. Dale Fabian, Regional Program Coordinator, along with



*Region 3 Recruiter's Bureau in September 1990*

18 Regional Office volunteer staff instructors met with 110 Regional Office pupils twice a week. This program has been very instrumental in improving language skills and cultural awareness and will be a continuing program.

The Regional Office Wildlife and Fisheries Management staff have reported an increase in their numbers of women and minority employees. **Sandra Knight** was hired for the new Threatened, Endangered, and Sensitive Species Program Assistant position. Staff members **Rick Wadleigh** and **Jim Cooper** are participants in the Native American Fish and Wildlife Society, both as members and as speakers at its annual meeting on the subject of recruitment and educational opportunities throughout the Forest Service.

**Rick Wadleigh** has been serving as an advisor and cooperator with the Navajo Forest Products Industry and Navajo Natural Resources Department, both on resource issues and as an outreach effort.

#### **Strategies for Success**

This Region-wide series of symposia continues to help all employees optimize their individual potential and cope with a rapidly changing world and work environment. Two series will be held in 1991. These have been updated in content to reflect changing knowledge and to combine orientation for those employees new to the Forest Service. The lead persons are **Barbara Miller**, **Miguel Aragon**, **Chuck Bazan**, **Judy Dinwiddie**, **Bill Russell**, and **Lou Romero**.

## **Partners in Leadership**

Lou Romero conceptualized this modern, intensive leadership program, which is in its second year. It serves a cross section of 20 competitively selected employees (through GS-12). It addresses leadership skills, knowledge, and attitudes for the future Forest Service. A Regional cadre designed the program, DeLaPorte and Associates of Albuquerque is the contractor, and a forest supervisor or staff director serves as dean of the class.

## **Tempos of Training**

This innovative approach, also conceptualized by Lou Romero, engages 30 consultants nationwide in delivering a series of state-of-the-art human resource development workshops for 500 interagency Government employees. The Albuquerque-Santa Fe Executive Board sponsors the series under Dave Jolly's leadership as Board Chairman.

## **A.Leader Program**

This simple, innovative, self-managed program is for field employees, who spend a productive week of vertical integration in the Regional Office within the context of a few vital subject learning areas. Sotero Muniz conceptualized the program, Lou Romero designed it, and Barbara Miller now coordinates it.

## **Working Together Program**

This program is the reverse of the A.Leader Program. Regional Office employees invest a week of vertical integration in meaningful activities at the district level. Phyl Smelich of Program Development and Budget conceptualized, designed, and coordinated this program.

## **Apache-Sitgreaves National Forest**

### **Summer Youth Work Program**

Children of Apache-Sitgreaves National Forest employees worked as volunteers this past summer on such projects as trail maintenance, soil erosion control, fish structures, tree planting, campground restroom painting, other painting, and cleanup. Boys and girls of different ages and ethnic backgrounds participated. A different volunteer parent went with the group each work day, and other parents assisted. Volunteers received Certificates of Appreciation and T-shirts and were treated to a picnic before school started. Donna Quisenberry and Mike Wilson coordinated the project.

### **Trees Planted for Diversity**

In several sessions from mid-July to the end of August 1990, volunteers planted more than 20,000 ponderosa pine seedlings on the Heber Ranger District of the Apache-Sitgreaves National Forest. There were more than 350 volunteers of diverse cultural and ethnic backgrounds that reforested 50 acres burned by the Bruno Fire near Forest Lakes Estates, Arizona.

Individuals, families, and groups representing the Boy Scouts, Girl Scouts, Cub Scouts, a local hiking club, a summer youth group, church groups, an elementary class, and the local paper mill all pitched in to lend a hand. This diverse group of individuals reached across all age, sex, and racial boundaries. Their

ages ranged from 3 to 80 years old, and they came from different backgrounds and from many areas of the State. All shared a common bond by becoming Forest Service volunteers and a part of their national forest.

#### Heritage Potluck

The Apache-Sitgreaves National Forest sponsored a Heritage Potluck on August 18, 1990, and invited the public. T-shirts were offered, music was played by a local band, and horseshoes, fishing, and boating were enjoyed by many. Ethnic foods, primarily from Native American and Hispanic cultures, were offered. The potluck was held at Lyman Lake State Park, where information on a new archeological site dating back to 8000 B.C. was available.

#### Carson National Forest

Crockett Dumas, District Ranger of the Camino Real Ranger District, and people with disabilities volunteered to help construct the Agua Piedra Barrier Free Trail in the mountains of the Carson National Forest near Taos, New Mexico. Other principal participants were Landscape Architect Jennifer Wellington-Miller and Recreation Planners Richard Spedegle and Audrey Kuykendall. Jim Bradley, Regional Office, inspected this trail for persons with disabilities.



*Volunteers who helped build the Agua Piedra Barrier Free Trail on the Camino Real Ranger District of the Carson National Forest*



*Two volunteers moving rocks for the Agua Piedra Barrier Free Trail*

The trail features highlights for the visually impaired, which stress touch, smell, and hearing. Braille brochures and talking tapes are planned in the future to make this whole experience a memorable one. Specially designed fishing piers allow persons with disabilities and elderly easy access to a trout-filled stream. In addition, picnic tables and cooking facilities make this a welcome family outing area.

## **Coronado National Forest**

During the week of July 23-27, the Coronado National Forest held a natural resources career camp, the first of its kind on the forest. The camp was modeled after one run on the George Washington National Forest in Virginia and was conceived by Bill Speight, Public Affairs Specialist in the supervisor's office.

The Sierra Vista Ranger District hosted the camp and provided lunch for the 10 youths from diverse backgrounds and ranging in age from 16 to 25. Some traveled 64 miles roundtrip. The camp was run as a day camp, with everyone meeting at the district office each morning and going out for the day from there.

Many natural resource topics were covered, including plant identification, computers, safety, careers, fire, recreation, range, timber, wildlife, visual resource management, and wilderness. District Ranger Jerry Deiter taught a course on map reading and aerial photograph interpretation. Presenters came



*A lone worker on the Sierra Vista Ranger District of the Coronado National Forest*

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from all over the forest, in addition to representatives from the Arizona Fish and Game Department and the National Park Service.

Camp Director Karen Riggs stated that the purpose of the camp is to direct youths into natural resources careers. Camp participants who enroll in college or are currently in college will be put on a nationwide tracking system and will stay in the system as long as they maintain a C average. This system will monitor the students and provide direction for job or career choices.

### Gila National Forest

During 1990, the Gila National Forest, through special recruitment efforts, increased its number of Cooperative Education students to 11. **Donna Bur-sheim and Steven A. Farmer**, a Native American dual-career couple, are Student Trainee Forestry Technicians on the Mimbres Ranger District. Donna worked in Recreation and Steven was on the district fire crew. They both attend Southwest Indian Polytechnical Institute in Albuquerque. Julie Varner, a student at Western New Mexico University, is a Student Trainee (Criminal Investigator) on the Silver City Ranger District. From Colorado State University are Student Trainee Foresters **Annette Chavez** on the Silver City Ranger District, **Margaret Estabrook** on the Reserve Ranger District, and **Monica Bargsten** on the Luna Ranger District.



*More work being done on the Sierra Vista District of the Coronado*

The forest provided summer employment to **Patrice Harris**, Tuskegee University Engineering Technician; **Jonann Roasting Stick**, Southwest Indian Polytechnical Institute Forestry Aide, Mimbres Ranger District; and **James Creager**, Haskell Indian Junior College Forestry Aid, Reserve Ranger District. Eight unsubsidized placements of Senior Community Service Employment Program (SCSEP) enrollees were made. Two enrollees, **Lionila Melendrez** and **Genette Martin**, were selected for permanent clerical positions on the forest. The Gila also participated in an international exchange program by hosting six Mexican national volunteer foresters.

## Kaibab National Forest

The North Kaibab Ranger District hosted a week of celebration for Native Americans in May 1990. The special week was instituted by District Ranger **Lawrence Michalsky** to "promote awareness and appreciation of Native Americans in and outside the workplace."

**Richard Powskey**, Native American Program Manager, and **Rondi Fischer**, Federal Women's Program Manager, were recruited to plan an event centered around the theme—creating an educational experience for employees through a variety of activities, some of which invited employee participation.

The highlight of the week was a full day of outdoor events on the new deck, which provides wheelchair access to all the satellite office buildings on the district. A variety of activities provided employees the opportunity to get a hands-on experience in the cultures of Native Americans. These included a demonstration of Navajo rug weaving, beadwork displays, and Navajo songs; a presentation on Hopi culture (for example, the art of creating Kachina dolls); and methods for hide tanning, arrowhead making, and corn grinding with a metate and mano. Speakers included the following:

- (1) **Bruce Koyiyumptewa**, a member of the Hopi Tribe and Silviculturist on the Long Valley Ranger District of the Coconino National Forest, spoke about his experiences in developing a successful career. He also shared his experiences as a forestry instructor at Haskell Indian College. Bruce noted that the Native American was the original environmentalist and founder of "Earth Day."
- (2) **Gary Tom**, Educational Coordinator for the Southern Paiute Tribe in Cedar City, Utah, and member of the Kaibab Paiute Tribe, spoke of the history of Native Americans in the Southwest and discussed their past problems and current concerns.
- (3) **Alberta Fuller**, Kaibab Paiute Tribal Council Chairwoman, discussed the organization of the tribal government, its programs, and its relationship with the Bureau of Indian Affairs. She relayed her concern for the loss of tribal culture.
- (4) **Marietta Davenport**, District Archeologist, stressed that we are all responsible for preserving the heritage of the Native American people and that protecting historic and prehistoric sites on Federal lands is essential to our mission.

## Intermountain Region (Region 4)

### Ashley National Forest

Through cooperative efforts with the Ute Tribal Business Committee, the Ashley National Forest was able to provide short- and long-term employment for some members of the Ute Tribe. A representative from Utah State University also was involved and provided educational and career counseling.

The forest and Pennzoil completed the Yellow Pine Disabled Fishing Access Project. This project enables persons with disabilities another way to enjoy one of the national forests.

### Boise National Forest

A female Cooperative Education student, who is completing her master's degree, developed a mentoring program, which has been nationally acclaimed by former Secretary of Labor Dole at Boise State University. This program is being piloted at the Boise National Forest, with eventual adoption throughout the Region.

### Challis National Forest

After suffering a debilitating injury while doing construction in private industry, Judy Schluter was hired as a resource clerk on the Lost River Ranger District. Despite her deteriorating condition and battle with pain, Judy received superior awards and promotions, including the Bob Day Memorial Award for "courage, determination, and zest for life in the face of serious injury" and the 1990 Presidential Award for Outstanding Federal Employees with Disabilities.

### Dixie National Forest

As a result of several projects involving the hiring of Native Americans from the Kaibab-Paiute and Navajo Tribes, the Dixie National Forest has been able to provide some hands-on training and experience opportunities to Native Americans and has built strong cooperative ties with the tribes in this area.

### Uinta National Forest

Thirty-nine senior citizens (including 13 women and minorities and 4 persons with disabilities) were provided work opportunities on the Uinta National Forest. The Youth Conservation Corps Program had 31 participants gaining experience and awareness of the Forest Service. Ten 1890 black students were hired, two of whom were female, with one receiving a Cooperative Education appointment.

The goal of the Uinta National Forest to have all recreational facilities accessible has come to fruition. Campgrounds, day-use areas (including a new

## **Wasatch-Cache National Forest**

amphitheater and fishing spots), and comfort stations provide easy access to persons with disabilities.

**Susan Giannettino** was selected as Forest Supervisor of the Wasatch-Cache National Forest. The forest uses innovative approaches to retain its diverse employees. An example is the cooperative effort that allows a female employee to bring her baby into the office while she is working.

The Evanston Ranger District worked with the Wyoming State Department of Rehabilitation Services to hire a person with a disability for a clerical position. She is receiving on-the-job training.

A special “fishing day” was sponsored by the Ogden Ranger District. The free activity was held for children with disabilities. Each child was paired with a



*Michelle Latta (21) and a “friend” at the Ogden Ranger District’s special fishing day*

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*More people at the Ogden District's fishing day. On the left, the Sierra Club's Frank Chase helps Ben Norseth "get into" both fishing and the water. On the right are Regional Fish Program Manager Harv Forsgren and Dawn Olsen (Miss Wheelchair Utah).*

Forest Service "buddy" who helped with the fishing activities, giving each child the opportunity to experience nature firsthand.

The Logan Ranger District coordinated with the Bear River Association of Governments in hiring local youths for district work projects, giving them insight into the Forest Service. A female from this group will continue to work as an assistant receptionist through the winter in the stay-in-school program.

## Pacific Southwest Region (Region 5)

### Regional Office

#### Hispanic Resolution Agreement

As part of the April 1990 Resolution Agreement between Hispanic employees and the Regional management team, a primary accomplishment for Region 5 in 1990 was the authorization to establish and fund 18 civil rights officer positions to be located on each of the Region's forests by December 30, 1990. The placement of this position will assist the forest supervisor with civil rights responsibilities, such as:

- (1) Title VI and VII Program oversight.
- (2) Targeted outreach recruitment.
- (3) Commencement 2000 initiatives.
- (4) Coordination of special emphasis program managers.
- (5) Policy development and implementation.
- (6) Affirmative Employment Program Plan accomplishment and updates.
- (7) Coordination with Personnel Management on hiring goals and objectives.
- (8) Liaison with Consent Decree and working groups for Hispanic/Black Class Resolution Agreements.
- (9) Establishment and maintenance of cooperative working relationships with minority and women organizations.
- (10) Creation of linkages to diverse communities that surround many of the urban and rural area national forests.

The positions will be a minimum of 50-percent full-time employee allocation to the duties of the forest civil rights officer and may be combined with non-officer duties.

Another main accomplishment in Region 5 was the establishment of an outreach recruitment team. This special group was brought together to assist the Regional management team in meeting employment goals for minorities, women, and persons with disabilities. More specifically, the group created a recruitment package and display to be used at career fairs, at employment and information booths at conferences of national minority and women

organizations, and during community activities. The package can be modified to meet the needs of each unit and the particular type of outreach being conducted (that is, informational, recruitment, Cooperative Education, and so forth). The poster used in conjunction with the package was designed to depict the Forest Service and the diversity that it is striving to achieve by 1995.

The outreach recruitment team developed an employment interest survey that can be used by status and nonstatus employment candidates. When the completed survey is received by the team staff, the information is entered into an external outreach data base currently containing thousands of candidate names. The use of this tool has increased the diversity of Region 5's employment applicants.

#### **Fisheries and Wildlife Management**

In 1990, the Regional Office Fisheries and Wildlife Management staff continued to work with the forests in the Region on work force plans, outreach, and hiring. They also were active in career counseling on job opportunities, activities, and the qualifications needed for fisheries, wildlife, and botanical positions. Career counseling for entry-level biologists was offered at several fisheries and wildlife training sessions, and the annual Entry-Level Biologists/Botanists Workshop was offered in the fall. The Fisheries and Wildlife Management staff also conducted the Fisheries Workshop; the Fish, Wildlife, and Sensitive Plants Annual Meeting; and the Coordinated Landscape Management of Public Lands Workshop for botanists and ecologists, where they provided information and opportunities for outreach and recruitment.

#### **Planning and Budget**

Accomplishments in the Planning and Budget section of the Regional Office involved demonstrated excellence in leadership and collaborative work on sensitive and critical sociocultural and natural resource issues in the State of California. The Regional Forester was actively involved in working with Native American community leaders. As a board member of a Native American Economic Council, he also initiated the policy development and the joint Forest Service/Native American leadership forums that focus on improving Native American and Forest Service relationships. **Sonia Tamez**, of Planning and Budget, is the chairperson of the Pacific Southwest Policy Committee.

The Region has been active in the Non-traditional Uses of Lands and Natural Resources Interagency Colloquia to anticipate and address shifts in the patterns of public land use as a result of cultural and social changes occurring in California.

#### **Range and Watershed Management**

During the June 17, 1990, Regional management team meeting, the following five individuals were presented the Range and Watershed Management Director's Stewardship Award for Affirmative Action:

- (1) **John Rector**, Watershed Planning and Riparian Management Group Leader in the Regional Office. "Your extra effort in implementing

Affirmative Action initiatives, which have created a renewed commitment in Watershed and Range to both high-quality professionalism and work force diversity.”

- (2) **Sue Warren**, Eldorado National Forest. “Your efforts in employing and training an 1890 student were outstanding in providing meaningful work experience to the student.”
- (3) **Helen Solderberg**. “Your active involvement in the 1890 Program and mentoring 1890’s students (caring for their professional and social needs) is an excellent example of the Outstanding Mentor.”
- (4) **Al Todd**, Resource Staff Officer, Lake Tahoe Basin Management Unit. “[Y]ou have consistently provided positive leadership in work force diversity and Affirmative Action programs. Under your leadership, the LTBMU Watershed program has provided excellent training and a healthy environment for minority employees.”
- (5) **Terry Kaplan-Henry**, Sequoia National Forest. “Your active involvement with the Range and Watershed Management Affirmative Action Program since its inception has led to the highest retention rate for 1890 students in the Region. Due to your efforts, Region 5 now has the first African American male and female Cooperative Education hydrologists ever employed in the Forest Service.” Terry also was the recipient of a USDA Office of Advocacy Enterprise Partnership Award, which was presented in Washington, D.C., May 1990.



*Terry Kaplan-Henry and Sequoia Forest Supervisor Jim Crates are all smiles as they hold Terry's award.*

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## **Public Affairs**

Accomplishments in civil rights in the Public Affairs section of the Regional Office included the keynote address for the African-American community outreach meeting held in Oakland and the successful launching of a number of initiatives, including Commencement 2000, the Earth Day Ecocity Conference in Berkeley, and initial contacts for Commencement 2000. Through the Pacific Southwest LOG, the section provided sustained reporting and support for all equal employment opportunity programs, minority employees, and the recognition of minority contributions. Staff members developed additional recruitment contacts with the Hispanic Public Relations Society and the student chapter of the Public Relations Society of America. They also involved local Native American communities in producing the Mono Lake Visitor Center film and assisted in developing a recruitment videotape on work force diversity and recruitment.

## **Eldorado National Forest**

The first year of a 2-year project to construct high-quality, barrier-free outdoor recreational facilities for persons with disabilities was completed on the PiPi Campground at the Middle Fork of the Cosumnes River on the Eldorado National Forest. Joan Reynolds, Project Coordinator, worked closely with the Telephone Pioneers of America and more than 30 local businesses and individuals to bring this partnership and community pride project to completion.



*The Telephone Pioneers of America help construct the handicap trail on the PiPi Campground of the Eldorado National Forest (September 15, 1990).*



*A dog inspects the work of the Telephone Pioneers.*

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The facility, when completed, will include a 1/2-mile interpretive trail and boardwalk that follows the course of the river, with fishing stops on three cantilevered piers that reach out over the water. The trail will be constructed to accommodate wheelchairs and will include turnaround points. The camping area will have better tables at two campsites for persons with disabilities and more accessible water faucets and fireplaces.

The Eldorado National Forest has recognized the importance of adequate child care facilities in recruiting, hiring, and keeping employees. The Eldorado Child Care Task Force was formed with Debbie Hall as President. Needs were assessed, and Smokey's Kids, Inc., a nonprofit organization, was formed with Gloria Robbins as President to administer the day care facilities. Smokey's Kids is made up of parents who use the day care facilities and other interested individuals.

## Klamath National Forest

The Juanita Lake Handicap Trail is paved and encompasses Juanita Lake. The trail was designed and constructed to provide access for the entire lake to individuals with impaired mobility. Not only does it make fishing available to persons with disabilities, it provides them the opportunity to experience a forest environment. The trail is 4 feet wide and 1.7 miles in length and contains no grades greater than 3 percent. It also features two 6-foot by 12-foot fishing pads (one on each dam) and two jetties with fishing pads extending



*Smokey's Kids, Inc., day care on the Georgetown Ranger District  
of the Eldorado*

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into the lake. Toilets for persons with disabilities also are accessible from the trail.

The major accomplishment for the Klamath Federal Women's Program in 1990 was the development of a proposal for a forest-supported child care center, which was approved by the Klamath management team. The center is designed for flexibility to conform to the needs of Klamath employees commuting to distant districts, training, and fires. The hours available for child care will be beyond normal business hours, and the center will have the capacity to assist with night shift care in the event of a fire emergency.

The center will be licensed with the State to serve 20 children—8 infants (0 to 30 months) and 12 preschool children (30 months to 5 years). The center has received wide community support and interest, as well as support from other Federal agencies in Yreka. The Soil Conservation Service assisted with the ongoing design and development of the center.

The Happy Camp District on the Klamath National Forest, in conjunction with the Northern California Indian Development Council, Happy Camp High School, and the forest's Civil Rights Advisory Group—Native American Task Force, hired five local Native American students as a multipurpose crew. **Salina Alpheus**, a career employee of the Engineering Zone stationed at Happy Camp, was chosen as the crew supervisor and was presented a Certificate of Merit for her excellent work.

Crew project work was performed in a variety of resource management functions with related formal training provided for 1 1/2 weeks. Projects included fisheries habitat improvement, trail construction, maintenance of recreational sites in the Wild and Scenic River System, plantation maintenance, and engineering assignments. The students were given training in river management and water safety, spotted owl and wildlife habitat management, silviculture and fuels management, wood product production, and fire safety. The students also attended the Career Exposition held by the Northern California Indian Development Council and Six Rivers National Forest at College of the Redwoods. Funding of the crew's salary was provided through the Regional Office Civil Rights Program; the Expo, supervision, and crew support were funded by benefiting district/zone function at Happy Camp.

## Lake Tahoe Basin Management Unit

The unit's Civil Rights Committee sponsored a 3-day natural resource camp for 15 5th and 6th graders. One-third of the participants were minority students from the local area. Funding was provided by Regional Civil Rights Affirmative Action funds.

Campers were introduced to various types of work performed by the Forest Service. Water-quality testing (including Lake Tahoe itself), land surveying, insect and disease detection, and building erosion control structures were just a portion of the varied programs offered. Evening activities for the campers included star gazing and a performance by the Echo Sky Dancers, a group of Native American dancers, some of whom have performed before the President.

The enthusiasm of unit employees and others from local government agencies (four in all) who participated was more than matched by the campers. Several did not want to go home after camp was over! For some, it was the only or one of the few opportunities they have had to camp out and a first introduction to the outdoors. The unit received many requests for a repeat performance in 1991.

For the first time, the unit sponsored Title VI and Section 504 training for recreation special-use permittees and Forest Service employees. While permittees were familiar with the usual compliance reviews, put up the necessary posters, and added nondiscrimination clauses to their brochures, they did not have a full understanding of the purpose of their actions. The training provided an opportunity to understand Title VI of the Civil Rights Act and, more importantly, to practice what that means.

Section 504 was discussed with the help of guest speakers from the California State Department of Rehabilitation and the Tahoe Area Coordinating Council for Persons With Disabilities. This portion of the program offered participants the opportunity to learn about the laws governing accessibility for people with disabilities and what accessibility really means; it introduced them to a local group that would help them inspect their facilities. The Americans With Disabilities Act also was discussed.

## **Los Padres National Forest**

In an effort to meet the objectives of the Chief's Recreation Strategy as well as addressing Youth 2000, the Los Padres National Forest designed and implemented the Natural Resources Outdoor School. The 2-week program was designed to accommodate 20 boys and girls between ages 13 and 14. Minority youth were the target group, and recruitment was done through the junior high school science departments, with applicants being required to obtain recommendations from science teachers, counselors, and principals. The Santa Barbara County superintendent of schools was a full partner in the program, providing two professional naturalists to a curriculum that allowed students to do the following:

- (1) Explore and learn about two diverse ecosystems and the natural resources within.
- (2) Develop skills in environmental analysis and environmental problem solving.
- (3) Become comfortable and proficient in an outdoor camp setting while building communication and interaction skills through exercises with other students.
- (4) Learn about future options for employment with the Forest Service.

Camps were established at Figueroa Mountain, where students studied stream/chaparral/timber ecosystems, and at Port Sal Coastline, where, thanks to a generous private landowner, studies could focus firsthand on shoreline habitat

and dune ecology. Naturalist-led hikes, simulation games conducted by forest land managers, and campfire programs conducted by local historians highlighted the curriculum. The results were measured in student presentations of local land management plans in a "public forum." The forest supervisor, Regional Land staff, the local district ranger, and various forest officials made up the audience, listening to student presentations and then taking on roles of special interest groups who sought satisfaction for their group. The students fielded these issues and questions very professionally.

The Natural Resources Outdoor School was a great success. Most graduates of the class of 1990 plan to work with the forest next summer as part of one of the many summer youth programs or as interns working one on one with a forest professional.

### **Mendocino National Forest**

The Mendocino National Forest was instrumental in developing a Hispanic Council in northern California, patterned after the Northern Valley Federal Women's Program Council and the Sacramento Hispanic Council. It is designed to function in accordance with the provisions of the Civil Rights Act of 1964. It provides opportunities for Hispanics in the area through workshops, scholarships, and general job information within the Federal Government and State and local governments. Employees from the Forest Service, National Park Service, and Soil Conservation Service are members of the Council, which is now looking for members from State, county, and city governments.

On September 18, 1990, the council sponsored its first Hispanic heritage celebration at the North California Service Center in Redding, California. The program included two guest speakers, with presentations on Hispanic culture and contributions to America. Videotapes titled *Another American* and *Heroes* were shown. This cultural awareness program provided an opportunity to enhance the understanding and awareness of the Federal Government employees with regard to the various ethnic backgrounds that make up Hispanic culture. Tables displayed various Mexican and Chilean crafts and books provided by a local library. The program ended with cultural dancers. After the program, the council members provided a tasty array of Mexican and Chilean specialty foods.

The Mendocino National Forest's Civil Rights Committee and career counselor sponsored a "Workforce Development/Career Fair" on August 6–10, 1990. The objective of the fair was to focus on individuals, challenging them to be the best they can be, offering sessions for self-improvement, and identifying career potential. The theme for the day was "What You Are Is What You Choose," which is the title of Morris Massey's latest video. His lecture addresses change, and that change is a choice we make. The video was presented each morning prior to the workshops.

Also before the workshops, individual development plans were reviewed for all employees on the forest, and areas of needed training and development were identified. This formed the basis for the following workshops offered:

- (1) Your Road Map to Success—Career/Life Planning.
- (2) Blow Your Own Horn—How To Fill Out a Good Application.
- (3) Your Time—Individual Career Counseling and Advice.
- (4) Putting Your Thoughts on Paper—Written Communication.
- (5) Balance in the Fast Lane—Body and Mind Wellness.
- (6) What You Said Is What They Hear—Interpersonal Communications.
- (7) Ten Ways to Save Money—Basic Financial Planning.
- (8) Who's Driving Whom—Basic Supervision.

On Wednesday afternoon, the Civil Rights Committee sponsored a civil rights luncheon. **Maria Mejorado**, coordinator for the Cooperative Education Program, School of Engineering and Computer Sciences at California State University, Sacramento, was the guest speaker. Her speech, "I Am My Product," tied the theme of the week together—the choices we make toward our future.

## **Sequoia National Forest**

The Sequoia National Forest and the Hume Lake Ranger District were recognized in May 1990 as a "National Outstanding Employer" by the National American Indian and Native American Employment and Training Coalition at the 1990 National Job Training Partnership Act Conference Awards Luncheon. Hume Lake District Ranger **Bruce Waldron** was on hand in St. Petersburg, Florida, to receive this award.

The California Indian Manpower Consortium nominated the Sequoia, based on the supportive and productive working relationship the two agencies have enjoyed for many years. The Hume Lake District initiated the Horseshoe Meadow Hotshot Crew in 1978—a crew of Native American youths placed through a cooperative agreement. Over the years, many of these youths have been able to obtain seasonal or permanent employment as a result of their work habits and the skills they developed while serving on the crew.

The Hume Lake District fielded a five-person Native American Trail Crew during June and July 1990. The forest received funding from Region 5 to pay for vehicle rentals. Through the help of long-time Tulare County cooperative Community Services and Employment Training, Inc., youths from the Tule River Indian Reservation performed trail maintenance in the Jenny Lake Wilderness. **Manuel Reyes**, a seasonal employee, provided the supervision. Job Training and Partnership Act funds paid for the crew's salaries.

## Shasta-Trinity National Forests

In November 1989, Don Haskins, Forest Geologist, and John Chatoian, Regional Office Geologist, were involved in a pilot program covering geology, geohydrology, and the geographic information system with Elizabeth State University in North Carolina, a Historically Black College and University. This was done in part to establish a professional exchange and temporary employment of faculty. In addition, they were involved for 2 weeks in classroom teaching of geology field methods and airphoto interpretations to share real work experiences in the Forest Service. In exchange, two professors from the university came to Region 5 to work on minerals, landslides, and the geographic information system.

In 1990, a successful literacy program was implemented on the Big Bar District of the Shasta-Trinity. During the summer, Watershed staff member Laurie Newman proposed to the district ranger and staff that a great opportunity existed to help some of their employees advance their Forest Service careers. After further information and research, Laurie contacted the Trinity Occupational Training Center and arranged to have all interested employees tested. She then began recruiting district employees who were more accomplished in reading, comprehension, and writing skills and who would be willing to tutor other interested employees.



*Elizabeth State University students learning geology field methods on the Shasta-Trinity*

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*Elizabeth State students in the classroom*

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Laurie arranged for a short instructor training course given by Laubach Learning Institute. Educational material was ordered from the institute specific to the levels of education needs identified by the previous testing. A letter from the ranger went out to all employees, informing them of the opportunity to enhance their skills. The letter provided them with names of other employees who had volunteered to tutor and asked the employee to identify the skills needed and preferred tutor. The district is now in the process of matching up tutors and students.

## Pacific Northwest Region (Region 6)

### Regional Office

#### Affirmative Action for Individuals With Disabilities

In May 1989, the Region asked a group of employees to review regulations and policies governing employment and other programs for persons with severe disabilities. They were to summarize their perceptions about the situation of persons with disabilities in both the Pacific Northwest Station and the Regional Office and to recommend an Affirmative Action program for persons with severe disabilities.

This Disability Task Force did a thorough and commendable job. The members made six recommendations and authored an Affirmative Action program for persons with disabilities. Based on the information they provided and the Region's desire to tap a valuable employment resource and to provide better service to persons with disabilities, more active programs for persons with severe disabilities need to be initiated in the station and Region. An Affirmative Action plan has been finalized and will be implemented in 1991.

#### Video on Access for Persons With Disabilities

*Challenges to Opportunities: Accessibility for All* has made it to Forest Service "theaters" across the Nation. It is a warm and powerful introduction of the experience of persons with disabilities to the "temporarily able-bodied population." The Forest Service now has a new way of explaining to business leaders and the public the importance of providing disabled access facilities, especially in the form of partnerships with the Forest Service.

**Chuck Frayer**, a disabled access specialist on the Gifford Pinchot National Forest, conceptualized the video because he saw lack of understanding and support for barrier-free design—"I wanted the viewer to see life through the eyes of a disabled person, to see why physically and emotionally, barrier-free facilities are so necessary." The program was produced by **Dan White** (Mt. Hood National Forest) and **M. Jane Leche** (Mt. Baker-Snoqualmie National Forests), with help from **Nancy Roswurm** (Region 6 Audio/Visual Program Manager).

#### Fremont National Forest

Six forestry students from Bonanza High School are learning firsthand from Forest Service employees in a unique program on the Bly Ranger District of the Fremont National Forest. **Martin Martinez**, Aviation and Fire Management Officer on the Bly District, started the adopt-a-student program to give students an opportunity to learn about the Forest Service and to provide them with work experience. With the assistance of Bill Harworth, Bonanza High School vocational agriculture teacher, the program was put into action.

Students who become involved in the program do so voluntarily. To enter the program, students are required to submit a résumé and pass an interview. They maintain journals and report their experience, technical knowledge, and skills gained to classmates and teachers. They are exposed to both field and office situations and have an opportunity to learn about employee-employer relations.

The students spend about half of a day per week on the district throughout the year. To remain in the program, they must maintain a C average. The program provides the district an opportunity to interact with the local community.

## **Wallowa-Whitman National Forest**

The Wallowa-Whitman National Forest was one of the 11 Idaho national forests invited to join the six Native American tribes of Idaho that sponsored the All Idaho Indian Expo (July 9–15, 1990). This was part of the Idaho Centennial Celebration to rekindle public awareness in the areas of Native American law, culture, and history and tribal government.

These forests provided a booth at the Western Idaho State Fairgrounds. The objectives of the booth were to foster Native American recruitment and parental and career counselor awareness of job opportunities in natural resource fields and to provide the public with information on how the tribes and the Forest Service are working together to retain life values concerning the land, past and present. Forest Supervisor Robert Richmond spent a day visiting the activities at the fairgrounds and the Issues Conference, where he attended a seminar at Boise State University titled “Indian Tribes and Their Destiny,” which addressed Native American affairs and what tribes must do to meet the challenges of the future.

## **Winema National Forest**

### **Achievement of Workforce 1995—Strength Through Diversity**

By December 14, 1989, minorities made up 18.8 percent of the Winema National Forest’s total work force and women 42.7 percent of the total. Since that date, the forest continues to retain these employees. This accomplishment is the result of a combined team effort and a sustained commitment to Affirmative Action, especially taking into account the geographic location and small diverse population in the area. A large number of employees have contributed to this commitment, especially Lee Coonce, Forest Supervisor, for establishing the culturally diverse work force and continuing to value all employees.

## **Babes in the Woods**

After only 5 months of Government service with the Supervisor’s Office on the Winema, **Robby Lamb** and **Marina Rykoff** retired from the Forest Service. This might sound unusual, but their careers were somewhat unique.

Both retirees were only 6 months old at the time of their retirement. Their mothers (**Becky Lamb** and **Carol Rykoff**) entered into an agreement that

outlined working hours, leave, location of care, office disruptions, safety, and the all important retirement date with Forest Supervisor Lee Coonce.

This arrangement enabled the new mothers to continue working and still function as the primary caretakers of their new arrivals. In addition to personal benefits for the mothers, the Forest Service also benefited by saving valuable time and money in training temporary employees (both women hold technical positions). Having the children and their mothers in the office helped to promote the accommodation of working mothers. A special thanks to Lee Coonce for taking a chance.

## Southern Region (Region 8)

### Regional Office

The Southern Region is among 55 employers who advertise in *Black Collegian Magazine*, a national publication for African-American college students. The 2-page advertisement under the heading "About the Southern Region of the Forest Service" appeared in the September/October 1990 edition. This advertisement covers career opportunities, benefits, and how and where to apply for employment with the Forest Service.

The Region successfully completed natural resources career camps on the National Forests in Florida, the National Forests in Texas, the Daniel Boone National Forest, the Ouachita National Forest, and the George Washington National Forest. The career camps are part of our Regional Workforce Diversity 1995 goals and objectives. The camps provide orientation to the Forest Service and information about various career opportunities with the agency. (See the later discussions under "National Forests in Florida" and "National Forests in Texas.")

Activities for Region 8's second year special work force diversity initiative include the following:

- (1) Conducting a work force assessment to determine the immediate and long-range skills replacement needs for entry-, mid-, and senior-level positions, with consideration of any program expansions, program reductions, retirements, transfers, resignations, and so forth.
- (2) Determining from the work force assessments the total recruitment needs for the immediate and long-range vacancies anticipated over the next 3 years, with funding set aside in the Regional Office to finance the entry-level trainee and Cooperative Education needs.

The Region filled 162 Cooperative Education and entry-level trainee positions in 1990 from the Regional fund—77 percent are women and 22 percent are minorities. Twelve "not organizationally established jobs" were set aside as developmental or shadowing positions for 1 year. Two minority males and 10 minority and nonminority women were hired through career fairs where direct-hire authority was allowed under the Demonstration Project.

The Region established a program with Alabama A&M University to provide Job Corps graduates with summer semester enrollment in the freshman classes. These students received information concerning the Cooperative Education Program and were encouraged to maintain a good grade point average to be competitive for Cooperative Education opportunities.

Also funded from the Regional Office was an employee development program geared toward enhancing employees' interest and awareness in work force diversity and interpersonal communications. These training sessions included increasing human effectiveness, interactive management, changing roles, career pathways, career focus for women, and several managerial training programs about work force diversity.

The work force diversity program has been of substantial success during the past 2 years and is projected to continue through at least 1995. The total program costs for each fiscal year to date has been about \$5 million. Because some of these costs were for implementing some of the activities, this funding is expected to decrease gradually over the next 3 years to an operating level of about \$2 million.

**Fisheries, Wildlife and Range**

The Fisheries, Wildlife and Range unit has been focusing on getting minority students acquainted with the Forest Service. The staff is developing a network with universities and high schools. Staff members have visited several universities.

**Land and Minerals**

The Lands and Minerals unit has established "pass through" temporary clerical positions for the purpose of bringing Job Corps enrollees into the Regional Office.

**Recreation**

A hearing impaired female was selected for an outdoor recreation planner position.

**Personnel**

The following were 1990 personnel moves around the Southern Region:

- (1) **Janice Toney**, a black female, was selected as Supervisory (Group Leader) Employee Development Specialist, Regional Office, Personnel Staff.
- (2) **Pablo Cruz**, a Hispanic male, was selected as District Ranger on the El Yunque Ranger District, Caribbean National Forest.
- (3) **Jenny Garret**, a caucasian female, was selected as Law Enforcement Officer on the Tellico Ranger District, Cherokee National Forest.
- (4) **Suzanne Burtrock**, a caucasian female, was selected as Forest Engineer/Lands Staff Officer, National Forests in Florida.
- (5) **Gerald Helton**, a black male, was selected as Special Assistant to the Forest Supervisor, National Forests in Alabama.
- (6) **Garry J. Holmes**, a black male, was selected Airline Pilot, Regional Office Fire and Aviation.



*Suzanne Burrock*

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(7) **Pauline E. Cahill**, an Asian-American female, was selected as Group Leader, Training and Development, Regional Office Engineering.

#### **Cherokee National Forest**

Two fishing piers designed for persons with disabilities and senior citizens, with emphasis on easy wheelchair access and safety, were completed at the Indian Boundary Campground on the Tellico Ranger District and at the Horse Creek Campground on the Nolichucky Ranger District.

Four students from the Schenck Job Corps Center enrolled at Alabama A&M University as advanced freshmen in the school's forestry program. These students successfully completed the summer program at the university.

#### **Kisatchie National Forest**

The Kisatchie National Forest implemented a new program designed for the short- and long-term recruitment of young people for careers in forestry and natural resource management.

The forest also participated in Southern University's Bayou Program. This program has two phases: (1) recruitment of high-caliber students in the 11th and 12th grades whose career interests are in agriculture; and (2) participation of Bayou students enrolled in the U.S. Department of Agriculture's College of Agriculture Program for summer jobs.

## National Forests in Alabama

In the effort to have a well diversified work force, the National Forests in Alabama recruited and hired 13 women and 2 minorities.

## National Forests in Florida

In observance of Black History Month, the Civil Rights Action Committee sponsored an essay contest in local middle schools. Students in Wakulla, Leon, and Liberty Counties participated in the contest.

Other recruiting efforts included the first natural resources career camp in Florida held at the Girl Scouts Camp for All Seasons. Thirty-one enrollees from Puerto Rico, Georgia, Florida, North Carolina, South Carolina, and Alabama participated. The students were exposed to 49 Forest Service career paths and were encouraged and counseled on the Cooperative Education programs, summer employment, and permanent full-time positions with the agency.



*Natural resources career camp of the National Forests in Florida (August 1990)*

## National Forests in Texas

The Angelina Ranger District and Grasslands on the Angelina National Forest sponsored a 2-week residential natural resources career camp. The emphasis was to introduce minority and female high school students to careers in natural resources.

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*Top: Leonard McDonald of Magu, Mississippi, is one of 35 16-to 19-year-old youngsters working at the Angelina National Forest career camp. Bottom: Female campers build a foot bridge.*

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## Eastern Region (Region 9)

### Regional Office

#### Diversity In Region 9: Successful Beginning

During 1990, Region 9 implemented a program that went beyond simply embracing the principle of diversity. It empowered people to achieve it.

Step one was the Region-wide Diversity Conference held in St. Louis, Missouri, in February 1989. Attended by more than 200 people, including all forest supervisors and staff directors and a diverse cross section of other Region employees, the conference has been referred to ever since as "the significant emotional event." Two Regional Forester announcements at the conference contributed to this characterization. First, no positions in Region 9 were to be filled until all national forests and the Regional Office had prepared unit diversity plans to increase the proportion of women and minorities in their permanent work forces to a level closer to that of the American people, whom the Forest Service serves. Second, once units were ready to implement their plans, the Regional Forester would redelegate to them all the appointment authority within his power, through GM-13.

Step two, which began before the St. Louis conference and continued after it, was the development of a 1-page, 8 1/2-inch by 11-inch spreadsheet that compares current accomplishments with 1995 goals and with any previous run.

Step three was to hold quarterly reviews of accomplishments with each forest supervisor and the staff directors. The first three of these reviews were done in individual face-to-face meetings with the forest supervisors and with the staff directors as a group. One or more of the "three Regional Foresters" attended each review. The fourth quarter review was done as part of the Region's Leadership Team meeting, with an emphasis on the progress made in the Region as a whole during the year since diversity plans were put in place. Recent reviews have been accomplished in more traditional ways, but the special face-to-face review of diversity progress, individually or in groups, remains an option.

When the Chief announced Workforce Diversity 1995, he said it was necessary to "pick up the pace" in the agency's efforts to diversify its work force. Region 9 has done just that, and personnel feel there are the following four factors influencing this success:

- (1) *Continued Regional Forester commitment.* The Regional Forester and his two deputies continue to make clear that performance in diversifying the work force is important and will continue to be discussed in detail at all performance reviews.

- (2) *Local ownership and authority.* The Region 9 units performing the best over the past year and a half were those that developed diversity plans with active involvement from all employees. Beyond that, and where Region 9 differs from all other Forest Service Regions, line managers at the forest and staff levels have appointment authority through GM-13 (deputy forest supervisor/group leader) and can hire the well-qualified women and minority candidates their outreach efforts have located.
- (3) *Accountability.* The practice of discussing diversity accomplishments with individual line managers has encouraged them to be informed about the status of diversity efforts on their units. In addition to the spreadsheet, prepared in the Regional Office for each unit, managers are asked to submit a tally sheet showing the name, pay plan, series, grade, and race, sex, and national origin (RSNO) category of those leaving and entering the unit in the last quarter, with a short description of where they went or where they came from. These tally sheets, which provide information about whether or not women and minorities are leaving the unit for "good" reasons (a promotion, to broaden experience, to meet family needs), are the basis for discussion in the review of accomplishments.
- (4) *Improved monitoring.* Finally, the Region believes it has the best diversity monitoring system in the Forest Service. Much information is packed onto 1 page: long-term (1995) goals, current accomplishments, and the difference between current accomplishments and previous accomplishments—for 10 RSNO groups, 5 job categories (PATCO), and 4 major series (460, 462, 802, 342). The Region also prepares bar graphs showing change in the percentage on board of white men, white women, minority men, and minority women, for those who want a quick check on whether changes are in the planned direction. Finally, for the Region as a whole and for those units that want it, line graphs are produced that show the trend in diversification and a comparison of it to what is necessary to meet the long-term (1995) goals. This makes it possible to dispense with annual goals for each forest. Therefore, all units are working to meet the Region's goals, each in accordance with a local plan developed and supported by local employees. The units have been given the power to implement these plans.

#### New Diversity Training Model

Region 9 Human Resources hosted a diversity "Train the Trainer" session on May 1–3, 1990, in Milwaukee. Fifteen units were represented for a total of 47 facilitators trained. The primary objective of the session was to establish a cadre of Region 9 facilitators so they would have the knowledge, skills, and ability to promote and conduct similar training at the forests and stations. Equally important components of this session for the facilitators were to diagnose the impact of supervisory behavior on productivity, increase understanding about cross-cultural communications, and determine strategies for building an effective multicultural team.

Since the Train the Trainer session, plans were put in place to conduct the first diversity training sessions in the fall of 1990.

## **Intermountain Research Station**

The Intermountain Research Station's accomplishments in the area of equal employment opportunity were many and varied during 1990.

Four female employees, located on the Research Information staff at station headquarters, received awards for their contributions toward improving the use of the national data base, automating the journal routing system for better service, and increasing production in the delivery of materials.

The Provo Laboratory hired ecologist Barton Pendleton to work a permanent part-time job in a shared position with his wife Rosemary, also an ecologist. This situation has allowed the couple to spend more time with their young children—an example of permanent part-time positions working to benefit both the family and the Forest Service.

The Missoula Forestry Sciences Laboratory advertised nationally for applicants to conduct a study involving specific requirements concerning the identification of birds. As a result of this broad outreach effort, a Hispanic female and a white female were selected.

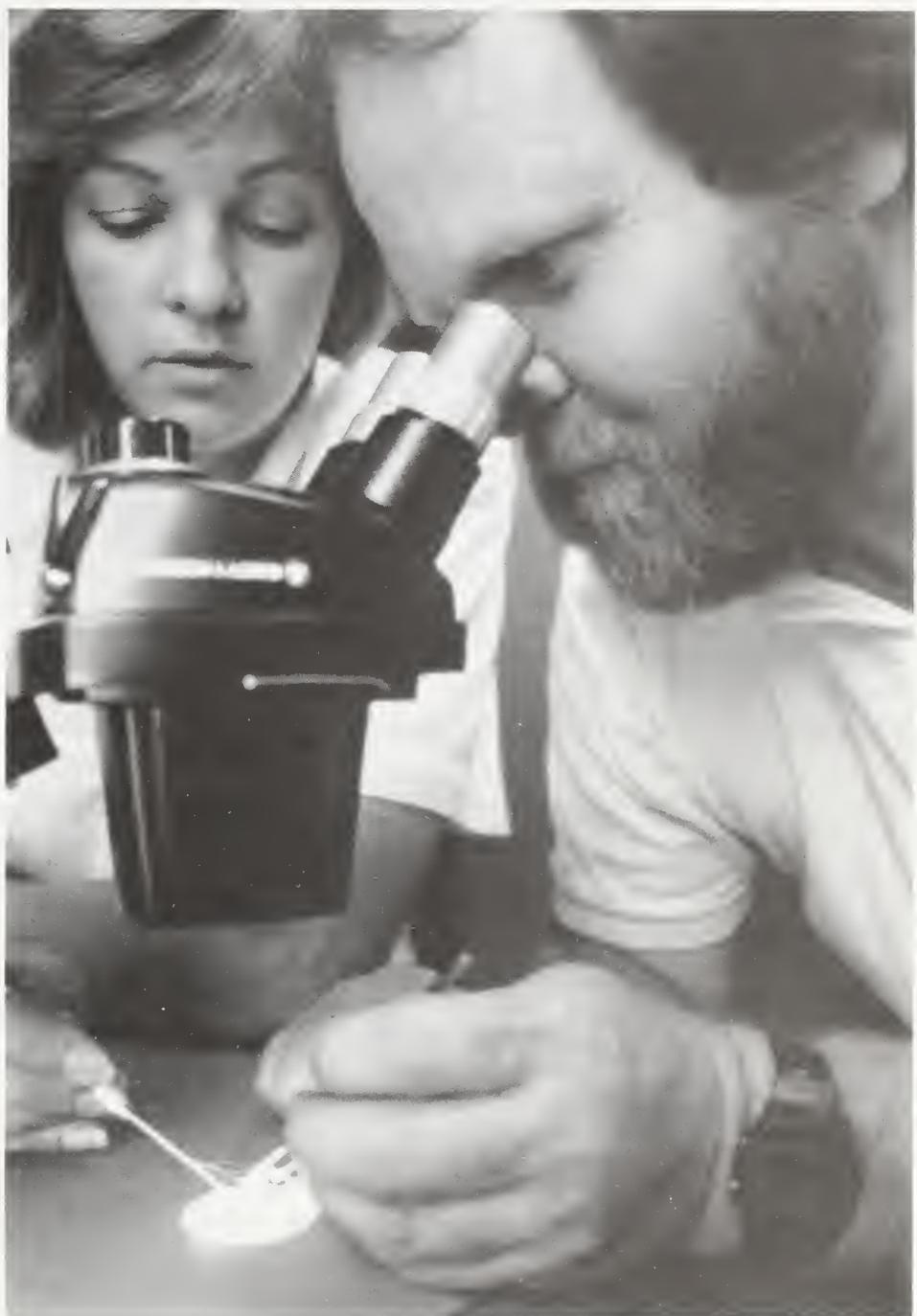
Two Native American females were hired by the Missoula Laboratory in cooperation with the tribal Job Training and Employment Service for the Confederated Salish and Kootenai Tribes. Although this employment was temporary, it was appreciated. The variety of data entry and computer-oriented work performed gave them experience and helped the Forest Service complete projects.

The Bozeman Laboratory was involved with a program titled "Minorities Apprenticeship Program" (MAP). This unit successfully mentored a Native American high school student during the summer of 1990. The student was given a broad orientation of what career opportunities can be found in research, as well as hands-on job experience.

A German foreign exchange student was given research experience and oriented into what the Forest Service has to offer in career choices.

The Entomology group welcomed a Pacific Islander student to their staff during the summer to gain experience and give him an insight into research and the opportunities available.

The Boise Laboratory established a working relationship with Boise State University's "College Assistance Migrant Program" (CAMP). The laboratory



*Husband-and-wife ecologist team Barton and Rosemary Pendleton  
at the Provo Laboratory*

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worked with the CAMP group to develop an avenue to reach Hispanic students. As a result, the laboratory hired two Hispanic students and an Alaskan Native stay-in-school employee.



*The Boise State University CAMP. Left photo (left to right): Leroy Alonzo, Range Aide; Warren Clary, Project Leader, Range and Watershed unit, Stream Ecology and Management; Aaron McKinnon, Biological Aide; and John Kinney, Range Technician, Work Supervisor. Right photo (left to right): Dannielle Treadwell, Biological Aide, Stay-in-School Program, Native American; Walt Megahan, Project Leader, Range and Watershed unit, Soil and Water Management; and Silvia Cruz, Hydrology Aide.*

The Treasure Valley Girl Scouts called on two females, a hydrologist and a forester, from the Boise Laboratory, to provide a presentation on natural resources. The research employees invited two associates to help in teaching the 50 girl scouts about the geology of Idaho and in demonstrating gold panning.

The Logan Laboratory hired a female Native American work study student for a statistician position. She came to the laboratory with a wealth of knowledge and is gaining knowledge to broaden her experience through her employment with the station.

## **North Central Forest Experiment Station**

### **Retention and Professional Women**

One of the conclusions drawn from the North Central Station's work force diversity plan was that the station had a serious and chronic retention problem among professional women. As a result, an ad hoc committee was created to study the situation and to make recommendations on how the problem could be alleviated. A diverse group of scientists (male and female) served on the committee: Linda Donoghue (Chair), Paula Pijut, Bruce Haissig, Dennis Bradley, Beth Collins, Hyun Kang, and Robyn Horner.

Committee recommendations accepted for implementation include establishing an ombuds committee to field employee concerns in a neutral manner, developing a research-specific orientation program, planning for more effective career counseling, initiating an exit interview program as well as a program to interview women as they progress through their careers, establishing a mentoring program, providing a 1-day diversity training program for project leaders and group leaders at their annual meeting, and encouraging "team building" for all North Central staffs.

### **Cooperative Effort With Alabama A&M**

**Edward Andrews and Mark Hardin**, students from the Timber Harvesting Management Program at Alabama A&M University in Normal, Alabama, spent the past summer working with the Forest Harvesting Research Project in Houghton, Michigan. This work experience, funded jointly by the Harvesting Project and the North Central Civil Rights Committee Special Projects Fund, is part of a continuing cooperative effort with Alabama A&M to study the feasibility of mechanized harvesting systems for thinning both northern and southern pole-sized hardwood stands.

During the summer, Mark and Edward were exposed to a variety of jobs related to harvesting research. They participated in a time study of a mechanized harvester working in northern hardwoods, observed several different logging operations to become familiar with logging systems typically used in the Lake States, worked with data analysis on personal computers, and assisted with a number of ongoing research studies. In addition, they each worked on an independent project to become aware of the overall research process. Edward analyzed alternative harvesting systems that could be used in a second thinning of a stand that was originally strip-thinned; Mark completed a field study of regeneration in a stand that was originally thinned in 1974.

The opportunity to expose two students to the Forest Harvesting Research Program for the summer will be beneficial to the continued cooperation with Alabama A&M in the future. Student involvement is an integral part of the projects with A&M. Having the students aware of the research process and



*Edward Andrews (left) and Mark Hardin doing field research in Houghton, Michigan*

having them directly work on related projects will enhance the quality of the cooperative research. The summer experiences also will increase the students' knowledge of career opportunities in research.

### **Personnel Changes**

The North Central Station for a long time has had women specialists, but the leadership positions in Administration have been exclusively male dominated. This past summer, two women were selected as group leaders: **Pamela Day** as Personnel Officer and **Cynthia Johnson** as Group Leader for Administrative Services. Both Pam and Cindy are former Federal Women's Program Managers.

**Patricia Tomlinson**, Research Plant Physiologist at the Forestry Sciences Laboratory in Rhinelander, Wisconsin, became a permanent Forest Service employee in January. She had been working for the station on a postdoctoral temporary appointment. Pat received her Ph.D. in botany in 1985 from the University of California, Riverside.



Pamela Day



Cynthia Johnson

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**Paula Pijut**, Research Plant Physiologist, St. Paul, Minnesota, also became a permanent Forest Service employee this year, and Paula had been employed on a postdoctoral temporary appointment. Paula received her Ph.D. from The Ohio State University in Columbus in 1988. Paula served on the ad hoc committee studying retention of professional women at North Central (see earlier discussion).

**Felix Ponder**, Research Soil Scientist, Columbia, Missouri, has been awarded an adjunct professorship at Lincoln University. Felix will be working at the university 6 days per month. It is expected that his appointment will further strengthen the station's relationships with Historically Black Colleges and Universities, as well as provide a role model for the students at Lincoln. In addition, the station has signed a memorandum of understanding with Lincoln University, outlining a commitment to a long-term cooperative relationship with the school.

## Black Emphasis Program

Acting on the recommendation of the station's Civil Rights Committee, the Black Emphasis Program has been created. **Earl Leatherberry**, a geographer, has been selected as the first Program Manager. The North Central Station conducted several activities during the past several years that focused on black Americans but wants to broaden its scope of attention to the needs of, and opportunities for, the black employees at the station.



*Felix Ponder examines red oak seedlings with different root development.*

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## **Northeastern Forest Experiment Station**

The Northeastern Forest Experiment Station, in conjunction with the South-eastern Station, experienced a productive first year under their joint memorandum of understanding with Wilberforce and Alabama A&M Universities. Under this agreement, the station created and filled six Cooperative Education positions with students from these Historically Black Colleges and Universities. The student trainees hired all had successful work periods and have returned to school. They are all planning to continue under the program.

## Pacific Northwest Forest and Range Experiment Station

### Transition to Unity

In October 1989, a historic event took place. At the Inn of the Seventh Mountain in Bend, Oregon, all employees of the Pacific Northwest Station came together for 1 week. The major focus of the meeting was change—the changing mission of the station, the changing research environment, and the changing work force in this country. To help station employees understand the dynamics of the changing work force, Edwin Nichols of Nichols and Associates spoke on “Cross-Cultural Awareness for Working in a Multi-Ethnic and Pluralistic Society,” and Byron Kunisawa of the Multicultural Training Resource Center, San Francisco, talked about “Work Force 2000: Managing Diversity.”

### Elimination of Sexual Harassment

Station Director Charlie Philpot affirms that he is “committed to building a healthy and productive work environment where employees are respected and valued.” Through the efforts of the station’s Civil Rights staff and “shared services” personnel offices, information sessions on sexual harassment were held at each forestry sciences laboratory and at station headquarters. The station continued to address the issue of sexual harassment by issuing the brochure “Understanding Sexual Harassment” and by making all employees aware of the Chief’s, and the station director’s, policy on sexual harassment.

## **Pacific Southwest Forest and Range Experiment Station**

The Pacific Southwest Station had several significant events occur during 1990. Most notable were the following:

- (1) The attainment of all Consent Decree activities and programs.
- (2) The development and implementation of a new research program at the Institute of Forest Genetics in Placerville, California.
- (3) The attainment of goals as outlined under civil rights program plans.

### **Consent Decree Accomplishments**

During the second year of the Consent Decree, the Pacific Southwest Station successfully continued to implement the 54 action items outlined in the station's Action Implementation Plan within the timeframes established by the court.

### **Career Pathing Program**

The two women selected to enter the Career Pathing Program in the first year of the Consent Decree implementation have now moved into the training and development phase of the program. Both are pursuing their career goals in the Personnel Management series.

### **Scientific Technical Training Program**

The Scientific Technical Training Program was established to provide training and developmental opportunities to enhance employee's competitiveness for higher level scientific positions. Of the five women selected to participate in the program, one recently was promoted from the program to a higher level position in a scientific technical series position.

### **Consent Decree Implementation Fund**

The Consent Decree Implementation Fund is a \$1.5 million fund established by Article IV(G) of the Consent Decree, with the station's share at \$175,000. During the second year of the fund, the station provided funds for 50 women to enhance their marketable skills through education and training at the schools of their choice.

### **New Program Development and Implementation**

Drs. Thomas Ledig and Constance Millar are part of a team of nine scientists at the Center for Conservation of Genetic Diversity. The new center was established by the Pacific Southwest Station to study and conserve biodiversity in forest plants and wildlife. It is part of the historic Institute of Forest Genetics, established in 1925 at Placerville, California. The center will provide

opportunities for training in conservation biology through workshops and symposia, short courses, research internships, and sabbatical opportunities for visiting scientists from around the world.

## Civil Rights Programs

### HBCU Comprehensive Program

**Dr. Phil Barker**, Research Horticulturist with the station's Landscape and Urban Forestry Project, continued his cooperative research with Dr. Caula Beyl, associate professor of horticulture, Department of Plant and Soil Science, Alabama A&M University. Dr. Barker's proposal for cooperative research with Alabama A&M was one of the two projects selected and approved by the Washington Office to provide matching funds for station special projects.

The station established a 1-year internship for two minority graduate students. **Beverly Joseph**, an African-American female graduate student from Alabama A&M University, was selected for this project. **Marion Page**, an African-American male and Principal Research Entomologist, Biology and Insect Control at the station, was the other scientist whose proposal was selected and approved for matching funds. **Wyreta Myster**, an African-American female graduate from the University of Maryland (Eastern Shore) was selected to an internship working with Mr. Page in the station's Berkeley, California, Laboratory.

Marion Page and Dr. Elaine Davis of Howard University are continuing the cooperative research agreed on last year. Two female African-American graduate students from Howard University, under the direction of Dr. Davis, are conducting the preliminary experiments on *Ips* bark beetles and cones. Mr. Page and Dr. Davis will provide further training for the students at the Berkeley Laboratory later in the year.

**Dr. John Hom**, a Chinese male and a graduate of the University of Alaska, is a Plant Physiologist in the Atmospheric Deposition Effects on Montane Forests, Western United States, Forest Fire Laboratory, Riverside, California. He was awarded the Forest Service challenge research grant by the Washington Office. With cofunding from the National Council of the Paper Industry and Southern California Edison, Dr. Hom is currently conducting research on air pollution and global climate change impacts on forest tree species. This past summer, Dr. Hom was one of the Forest Service representatives who traveled to the Soviet Union to coordinate global climate change research with Soviet scientists.

### Summer Intern Program

The Pacific Southwest Station placed greater emphasis on placing students from the Historically Black Colleges and Universities this year, and the results were a 100-percent increase in participation. Six African-American students, four women from Alcorn State University (Lorman, Mississippi) and one male and one female from Kentucky State University (Frankfort, Kentucky), were selected for summer internships at Berkeley headquarters and at the Redding

and Arcata, California, field units. All the students were given an orientation to the Forest Service, including a field trip to the Eldorado National Forest, Region 5, and a visit to the Institute of Forest Genetics. The exit interviews, supervisory questionnaires, and subsequent evaluations will enable the station to continue to improve this program in future years.

**Native American  
Program**

Two employees at the Forest Fire Laboratory initiated a work-study program agreement with Sherman High School, a Native American school in Riverside, California. Five students were selected and assigned to work with three different Research work unit project leaders as technician aides. The program was successful and will be continued in future years.

**Minority Postdoctoral  
Program**

**M. Carol (Carter) Alosi**, a Native American from the Choctaw Tribe and a woman graduate student, who is a Research Plant Molecular Geneticist, received funding beginning in July 1990 to continue her studies at the Pacific Southwest Station under the Minority Postdoctoral Program of the Forest Service.

## Rocky Mountain Forest and Range Experiment Station

Rocky Mountain Station scientists and Dr. Mary McKenna of Howard University developed a new course for advanced undergraduate and graduate students at the university. The Alpine Ecosystems Field Course was held August 11 through 19 at the Glacier Lakes Ecosystems Experiment Site in the Snowy Mountains near Centennial, Wyoming. The purpose of the course was to introduce university students to the methods and goals of environmental research, to acquaint them with research opportunities available through the Forest Service, to teach specific ecological concepts relevant to alpine ecosystems, and to foster the development of an ecosystems perspective on environmental issues, including acid rain, water quality, and global change. The students attended lectures, participated in individual research projects, and presented oral reports on their work at the end of the course.

The Rocky Mountain Station established and filled a pilot Native American liaison position in partnership with Region 2 to help Native American colleges throughout the interior West develop graduates with skills in natural resources



*The Alpine Ecosystems Field Course for Howard University students. Left photo: Natama Sommers, a botany junior, examines the effects acid rain has had on the columbine (the Colorado State flower). Right photo: Vincent Tolbert takes notes near Centennial, Wyoming.*

management and science. **Joe Mitchell**, a Native American, was selected to fill the position. Joe had been a natural resources manager with the Bureau of Indian Affairs in Albuquerque and worked extensively with approximately 50 different Native American tribes.

**Clarence Adair**, the station's Black American Program Manager, has been working with Langston University in Oklahoma to develop a cooperative relationship for students and scientists.

**Rudy Gutierrez**, the station's Personnel Officer, was a participant in the joint agency and university development of the Minority Outreach Recruitment Education/Employment Program for Native Americans and Hispanics.

The Station sponsored two 1-day workshops to celebrate Women's History Month. All Government employees in the Fort Collins area were invited to attend.

A new brochure for the Cooperative Education Program for undergraduate and high school students was developed and distributed during the year. This will be a valuable tool when attending career days and career fairs at the schools.

**Claudia Regan**, Aquatic Biologist, and **Robert Musselman**, Research Plan Pathologist, gave a workshop on acid rain to 90 6th-grade students at Shepardson Elementary School. Tours of the Fort Valley Experimental Forest were conducted for grade school and high school students in the Flagstaff area.

## Southeastern Forest Experiment Station

### Mainstream Program

Mainstream is a new program developed by Forest Inventory and Analysis (FIA) to identify, develop, and employ minority and female high school students for Forest Service careers. The program is a cooperative effort of FIA, the North Carolina Department of Public Instruction, and Haywood Community College. Several high school students who have an interest in forestry are selected for the program each year through a competitive process involving all cooperators. All minorities, females, and students with physical disabilities who are enrolled as seniors in North Carolina schools are eligible. Selection is based on overall scholastic ability, school and community involvement, maturity and conduct, and a personal interview.

The selected students work full time for the Southeastern Station their first summer after graduation. During the next 3 years, they alternate between working at the station and attending Haywood Community College at the station's expense. Successful candidates earn an associate degree in forestry. In the future, Alabama A&M University will participate in the selection process by interviewing the candidates for its forest operations program. Students chosen for this advanced program will have the opportunity to earn bachelor of science degrees in forest operations.

Because Mainstream is intended to develop well-informed Forest Service employees, participants are encouraged to visit and work with other units in the station or within the National Forest System. This year's enrollee, John (J.J.) Wright of Ahoskie, North Carolina, is interested in law enforcement. He will have the opportunity to work in law enforcement on a ranger district or in a supervisor's office. This will involve coordination between the station's FIA unit and the supervisor's office in Asheville. J.J. is enrolled at Haywood Community College, having completed his first summer work assignment on an inventory crew. FIA supervisors continue contact with J.J. during the school year. John Tansey, FIA Forester, recently visited him at the Haywood campus and gave some hands-on instruction in tree-ring analysis to complement J.J.'s class in dendrology. This mentoring of the candidate by Forest Service supervisors is an important component of a balanced program.

### Civil Rights Award

Mary Chipman, Personnel Management Specialist in Asheville, received the station's 1990 Civil Rights Award for her outstanding leadership in assisting women in traditionally female-occupied positions to achieve a measure of classification and pay equity. Mary reviewed the classification standards and previous Washington Office studies to find a way of using them to support upgradings of the field secretary and business manager positions. Not only did this open the door for upgrades throughout the station's field units, but now an



FIA's John Tansey visits Haywood Community College and helps Mainstream enrollee J.J. Wright with his dendrology studies.

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Mary Chipman receives her award.

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*Southeastern Station summer students*

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opportunity exists for upgrades of these positions throughout the Forest Service organization.

#### **Record Number of Minority Students on Board**

A bumper crop of summer students came to the station from North Carolina A&T University, North Carolina Central University, South Carolina State College, St. Augustine College, Fort Valley State College, Virginia State University, Alabama A&M University, the University of Tennessee, Haywood Community College, and Haskell Indian Junior College. Many are shown in the photograph (above) at an end-of-summer orientation tour of western North Carolina Forest Service facilities.

#### **Involvement in National Programs**

Station Director Lamar Beasley is leading the national Workforce Diversity Task Force, a geographically mixed group of 26 Forest Service employees from the Washington Office, all regions, four stations, and the Northeastern Area. The task force's charter is to develop recommendations to help the Forest Service achieve its goal of having a work force by 1995 and beyond that better represents the diversity of the American people. Station Editor R.C. Biesterfeldt is helping prepare reports and marketing materials.

Alan Wagner, Personnel Officer, was a comanager of the meeting work group that planned the National Diversity Conference in Atlanta on November 26-29. Alan also attended as one of the station representatives, along with Ann Bartucka, Marsha Conley, Dave Dwinell, Janice Lowe, Barbara Rhoad, Tom Roche, and Judy Sossamon. Teal O'Neal, the station representative to the

## **Cooperative Program With Alabama A&M University**

Service-wide Civil Rights Committee, also attended, with the director and Outdoor Recreation Project Leader **Ken Cordell**, who were presenters.

Five students were selected in 1990 under a memorandum of understanding between Alabama A&M and Wilberforce Universities and the Northeastern and Southeastern Forest Experiment Stations. (See also the discussion in the Northeastern Station section.) The students are hired as career conditional employees at GS-4 and GS-5 levels for two consecutive work periods and are offered full-time employment after graduation. The Forest Service offers an annual \$5,000 scholarship for tuition and board and assigns a mentor to each student.

The three students from Alabama A&M University assigned to the South-eastern Station are **Cassandra Butcher**, a senior marketing major and public affairs trainee in Publications Management and Information Services in Asheville; **George Lollar, Jr.**, a freshman forestry major and forester trainee in the Biology, Ecology, and Management of Cone Seed Insects of Southern Forest Trees unit in Athens, Georgia; and **Carl Phillips**, a sophomore forestry major and forestry technician trainee at the Center for Forested Wetlands in Charleston, South Carolina.

## Southern Forest Experiment Station

### Historically Black Colleges and Universities

During 1990, the Southern Station played a significant role in strengthening relations with Historically Black Colleges and Universities. Activities ranged from outreach and employment to cooperative research agreements to working closely with the Chief's Office and other stations in developing Service-wide knowledge of research capabilities at those schools.

### Summer Employment

During 1990, the Southern Station employed eight students from 1890 Land Grant universities and Tuskegee—five students through the Southern Region 1890 program and three through the Chief's 1890 program. The Wildlife Habitat and Silviculture Laboratory in Nacogdoches, Texas, employed four of those students.

One student, **Michella Watson**, is a resident of Detroit and a senior at Prairie View A&M University. Michella worked as a forestry aide and assisted



*Michella Watson inventorying red-cockaded woodpeckers*

scientists in the field with studies of the endangered red-cockaded woodpecker. She also assisted in laboratory analysis of soil and water samples in a study investigating the ecology of hillside bogs.

#### **Saturday Science Academy**

In addition to cooperative research agreements with a variety of Historically Black Colleges and Universities, the Southern Station provided a grant to Dillard University to support its Saturday Science Academy. The academy introduces mathematics and science to children in grades 3 to 8 who enroll for 10 Saturday morning sessions. The Forest Service grant will allow the university to incorporate natural resource topics into the academy program.

The Director, Tom Ellis, introduced Louisiana Office of Forestry and Louisiana State University Cooperative Extension Service officials to the program, and they agreed to help train teachers for the academy. In preparation for the program, Jimmy Culpepper (Louisiana Office of Forestry) presented the Project Learning Tree program in September. Project Learning Tree is designed to train teachers to introduce forestry and natural resource information to the classroom at the kindergarten through 12th-grade levels.

#### **Strengthening Relations**

The station continued to provide support to Historically Black Colleges and Universities through research grants and the Forest Service competitive grants program. All four station proposals were approved for 1990, along with one cooperative effort with the Southeastern Station. The Southern Station submitted 14 proposals for the 1991 program.

The station also collaborated with Tuskegee and Alabama A&M on Capacity-Building Grants proposals. The National Forests in Alabama are working cooperatively with the station and Tuskegee University to provide employment and tuition assistance to two students enrolled in Tuskegee's 3/2 program with Duke University. Dillard University and Duke University are considering establishing a similar 3/2 program as a result of Southern Station discussions with them. In March 1990, the Southern Station organized visits to Alabama A&M and Tuskegee for discussions among representatives from the universities, the Chief's Office, the Forest Products Laboratory, five experiment stations, and the National Forests in Alabama.

#### **Personnel**

**Dr. Jane L. Hayes** reported for work in March as Project Leader for southern pine beetle research at the Alexandria Forestry Center. Prior to her appointment, Dr. Hayes was an entomologist and ecologist with the Agricultural Research Service in Stoneville, Mississippi, where she served as a research scientist and project leader of a study on integrating methods for insect pest control to improve crop efficiency.

**Dr. Jane Ford-Logan** was appointed to the permanent position of Plant Physiologist in the Alabama A&M subunit for research on genetics of southern pines. Prior to her appointment, Dr. Ford-Logan had worked with other scientists at the subunit under a research grant to Alabama A&M.



*Forest Service and university participants during the March 1990 visit to Tuskegee University*

## **Outreach**

The Southern Station assisted the Deputy Chief for Research in placing a series of advertisements and articles on Forest Service Research in the *Black Collegian Magazine* and the *Journal of the National Technical Association*. Also, the Station continued to provide support through grant and information programs to Southern University's Bayou Program, which informs high school students and Southern University freshmen about careers in forestry and agriculture.

Station employees continued to perform outreach with local communities and colleges. All Research work units at the Alexandria Forestry Center participated in Youth Day in May. Approximately 40 junior high students were oriented toward future career opportunities with the Forest Service. The students were introduced to various Forest Service disciplines through personal hands-on experience. Employees from the Wildlife Habitat and Silviculture Laboratory visited Prairie View A&M University, a local high school, and the National Forests in Texas Piney Woods Resource Career Camp to present programs on career opportunities in Forest Service Research.

## Forest Products Laboratory

### Mentoring Program

During a forum on mentoring in September 1989 ("Why Do I Need a Mentor: How to Find a Personal Career Coach"), speakers from Federal agencies and the University of Wisconsin—Madison (UW—Madison) described their experiences with both informal and formal mentoring programs. As a result of this forum, a committee was formed at the Forest Products Laboratory (FPL) to develop and implement its own mentoring program. The committee includes representatives from Personnel Management, the Civil Rights and Employee Development Organization, the Federal Women's Program, and the Hispanic Employment Program.

### Cooperation With Historically Black Colleges and Universities

Research scientists in the Engineered Wood Projects and Structures Research work unit, led by Russ Moody, contacted several Historically Black Colleges and Universities to invite their participation in the USDA Capacity-Building Grants Program. Alcorn State, Florida A&M, and North Carolina A&T Universities were interested in the program and received expert assistance from Russ and his staff in writing research proposals. A proposal from each



*Russ Moody*

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school for cooperative research with FPL is currently under consideration by USDA.

As a result of the contacts with Alcorn State, **Dr. Charlie Gaulden**, professor of industrial technology, was hired for the summer to help Personnel Management develop programs to interest students in pursuing science careers. Before reporting for work, Dr. Gaulden attended a 2-week orientation program at UW—Madison, conducted by the Department of Engineering's Minority Affairs Program. He initiated three projects during his time at FPL:

- (1) A directory that profiles the schools and individual faculty members interested in working with FPL.
- (2) A package of FPL information and materials for use in high school and college classrooms.
- (3) A consortium of FPL, UW—Madison, Alcorn State, and two other Historically Black Colleges and Universities to develop research-educational programs for minorities in science and education.

Three students from Historically Black Colleges and Universities worked at FPL this summer: **Tara Jackson, Carolyn Turner, and Benne Wade**. **Percy Lynes** and **Dwight McDonald**, two students from Alcorn State who worked at FPL during the summer of 1989, stayed in Madison for additional schooling and temporary jobs at FPL.

#### **Work Force Diversity**

The use of outreach teams to develop recruitment plans for each permanent position contributed to filling 11 of 14 vacancies with highly qualified target group employees. Two women were placed in supervisory positions. Nancy Ross-Sutherland joined FPL as a Supervisory General Engineer; Ilse Seeliger was promoted to Supervisory Procurement Assistant. Four new Cooperative Education positions and 21 of 43 temporary positions were filled with target group individuals. Peers were assigned to new employees to introduce them to FPL and the community. Many organizational activities were sponsored throughout the year to develop teamwork through understanding and sharing cultural differences.

#### **Employee Development**

The name of the Civil Rights Advisory Committee was changed to Civil Rights and Employee Development Organization—CREDO (“I believe” in Latin)—to underscore the committee’s concern for employee development. There were 190 employees enrolled in training programs sponsored by FPL on supervision, microcomputers, effective meetings, Spanish, Japanese, FORTRAN computer programming, “Investment in Excellence,” and engineering writing.



*Nancy Ross-Sutherland*



*Ilse Seeliger*

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## Resources in Civil Rights

### Washington Office

*Building a Better Tomorrow*, 3/4-inch cassette and VHS, 25 minutes (1990). This new videotape and a description flier on Forest Service Human Resource Programs have been distributed to field units. Closed-captioned copies along with a decoder also have been distributed. The main theme of the video is the satisfaction and personal growth derived from participating in these programs. The diverse individuals who have worked in Human Resource Programs and been photographed on the job express their gratitude for the personal benefits gained from these programs. This video should offer versatility in its use for a variety of audiences, such as showings to prospective partner organizations and businesses and showings to potential program participants. Copies may be obtained from Human Resource Programs in the Washington Office and in the regional offices.

### Region 1

Some of the following materials may be available on your Forest. If not, the tapes, films, and audiocassettes are available by contacting the USDA-U.S. Forest Service Film Library at the University of Montana. Call in advance to make reservations and identify yourself and your Forest Service unit:

Instructional Material Service  
USDA-Forest Service Film Library  
University of Montana  
Missoula, Montana 59812  
(406) 243-5976

### Civil Rights and EEO

*Affirmative Action vs. Reverse Discrimination*, 1/2-inch VHS, 60 minutes, color. This program brought together leading representatives of law, government, journalism, academia, and other professions to debate issues relating to Affirmative Action. Is Affirmative Action a fair and practical means of addressing the problem of inequality? Or is it a form of reverse racism? Should the laws be "color blind"? Or is it necessary at this time to become "color conscious" to undo the effects of past discrimination? The goal of the seminar was not to reach agreement on any "right" answers but rather to put the audience into situations they can escape only by thinking through the issues.

*Assault on Affirmative Action*, 1/2-inch VHS, 60 minutes, color. This examines what may be the most profound change in the American workplace in two decades by looking at the Supreme Court's decision against the case of Memphis firefighter Carl Stotts. Across the country, legal battles have sprung up over claims of race discrimination in hiring practices, this time in reverse. Are qualified whites being passed over in promotions because employers must fill

their Affirmative Action racial quotas? Assistant Attorney General William Bradford Reynolds has broadly interpreted the Supreme Court decision and declared Affirmative Action no longer valid. The result of this conflict is increased racial tension in more than one city. Correspondent George Curry looks at this change in the Federal Government's policy.

*Bill Cosby on Prejudice*, 1/2-inch VHS, 22 minutes, color. Bill Cosby, one of America's brightest and most delightful comedians, assumes the role of America's composite bigot in this provocative presentation. In a jolting monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting tongue-in-cheek delivery to drive home his point: there is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for people to rethink their own people-destroying prejudices.

*Black and White Uptight*, 16-mm film, 35 minutes, color (1969). This film explores the myths that perpetuate prejudices and the ways in which hate is learned. It presents examples of the ways in which government, business, and black and white people are working together to eliminate hatred and misunderstanding between races.

*Black Anger*, 16-mm film, 30 minutes, color (1968). A group of black men and Spanish-Americans speak about their perspective of the white world. The purpose of this film is to demonstrate how a group of people see the world and their feelings that result.

*Civil Rights Program (Region 1)*, 1/2-inch VHS, 10 minutes, color (revised 1987). This was produced by Region 1 and comes with 6-page supplementary brochure, "Civil Rights—Questions and Answers." It describes major parts of Civil Rights Program differences among concepts such as EEO and Affirmative Action, EEO counseling, and the organization of programs within the Region.

*Equal Employment Opportunities Teleconference (USDA)*, 1/2-inch VHS, 2 hours, color (1986). USDA speakers emphasize the importance of treating every employee fairly and without discrimination. They also discuss team effort and shared responsibility in identifying obstacles to the programs and developing solutions. Panel members emphasize the need for active participation of supervisors and managers in Forest Service EEO programs.

*Eye of the Beholder*, 16-mm film, 25 minutes, black and white (1958). This film dramatizes 12 hours in the life of an artist who becomes involved in the murder of a girl. It shows how he appears to five different people, pointing out that we see what we want to see and hear what we want to hear. It addresses the concepts of perception and projection and teaches caution in judging others.

*Eye of the Storm*, 16-mm film, 25 minutes, color. This documentary explores the nature of prejudice in a dramatic third-grade classroom experiment conducted in a small town in the Midwest.

*If There Were No Blacks*, 16-mm film, two reels, 60 minutes, black and white. This thought-provoking film was produced in England and, although the language and symbolism are sometimes difficult to follow, it offers deep insight into the ills of our society. It is more problem-oriented than solution-oriented and stresses the parasitical side of the human being and his or her need for a scapegoat. Each character is convincing, and the film moves forward with dramatic irony to a shocking but expected end.

*Joshua*, 16-mm film, 15 minutes, black and white. This film depicts the personal conflicts of a black youth who has always lived in Harlem but who wins an athletic scholarship to a Texas college. About to enter white society, Joshua sees his identity as a black American threatened, and he sets off on a running spree through the park. An encounter with a white boy leads to his realization of the possibilities of a black-white partnership on terms of equality.

*Management, Motivation and the New Minority Worker*, 16-mm film, 45 minutes, color. A documentary on the problems of integrating one of the "hard-core" blacks into a large corporation. The lead man of the new employee presents his case to a panel of experts in the field, describing the apathy and hostility he encounters. The strength of the film comes not only from the openness of the discussion, but from the fact that this is an actual job in question and real people.

*An Overview of EEO Laws*, 45 minutes, color; *Sexual Harassment*, 15 minutes, color; and *EEO Considerations for Managers*, 15 minutes, color (available as set of 3/4-inch videotapes or on a 1/2-inch VHS, color). These tapes were produced by Region 3 and feature attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker who provides thorough background on EEO legal requirements. The sexual harassment program makes a strong statement on the serious nature of such offenses and the consequences if a situation leads to court case (legal and professional effects on the harasser and also the personal costs and upheaval on the harasser, the victim, and the organization). *Note: These tapes are to be shown only within the Forest Service.*

*Tale of O*, carousel slide/tape program, 140 slides and script, 30 minutes. This explores the consequences of being different—discrimination and prejudice. It focuses on two groups: the "X's" (majority group) and "O's" (smaller, minority group). Differences that set the minority group off from the majority may stem from a variety of factors, such as age, sex, race, language, occupation, or status.

*Time for Burning*, 16-mm film, 58 minutes, color (1966). This film portrays the American conscience struggling with the tensions created by the country's revolution in racial relationships. It was filmed as it occurred when the white congregation at an Omaha, Nebraska, church attempted to reach out to members of the black community.

## Motivational and Values Identification

*White Male Club (The)*, 3/4-inch videotape, 59 minutes, color. Dr. Robert Terry addresses a Department of Defense agency audience on the topics of EEO, Affirmative Action, discrimination, and inherent cultural systems and biases in the power structure of organizations where "The White Male Club" tends to keep women and minorities outside the system. He gives excellent insight into the reasons why progress and change have been slow despite equal opportunity laws.

*Beyond Success: Where Will I Find Life's Meaning When Ambition Is No Longer Enough?*, 1/2-inch VHS, 50 minutes, color (1983). This presentation is by Dr. Layne Longfellow on understanding the transitions of life. It describes how the task of adolescence is to form one's first adult identity and the task of midlife is to revise that identity. It also shows how, historically, men and women have found separate and different identities and that, during midlife, some couples come together as others come apart. It explores how to make the transition to more fulfilling relationships.

*Case of the Missing Magnets (The)*, 16-mm film, 11 minutes, color (1961). This film shows how to motivate employees and build morale for better teamwork and productivity. It is from the Modern Management Series.

*Ethics to Excellence*, 1/2-inch, VHS, 90 minutes, color (1985). This presentation by Dr. Layne Longfellow is on understanding and motivating four generations of workers and managers. He shows how our values have evolved from World War I entrepreneurs through Depression-baby-type A's to postwar pragmatists. He discusses what to expect from and how to address different generations and how to motivate others through their own values. The film shows how the world one has seen determines how one will see the world.

\**Everybody Wins*, cassette tape program, 1 hour (1973). This is a presentation based on the transactional analysis approach. Dorothy Jongeward presents the organizational scripts and games in which people and organizations become involved. She shows ways to stop games and to better achieve the results important to the members of the organization.

\**Gellerman on Motivation*, cassette tape program, 1 hour (1971). Saul Gellerman talks with Manny Kay on these topics: "Where Motivation Begins," "Designing Jobs for Motivation," "Goal Setting for Performance," "Money and Motivation," "Fire—Or Demote," and "Making Other Departments Effective."

\**How to Develop the Power of Enthusiasm*, cassette tape program, 1 hour (1964). Through discussions of the following topics, Paul Meyer demonstrates the power of enthusiasm, reasons why enthusiasm is important, how to

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measure your convictions, methods to generate genuine enthusiasm, and the development of interest, knowledge, and confidence in oneself.

\**I Can, The Key to Life's Golden Secrets*, cassette tape program, 1 hour (1973). Success is not a destination, it is a journey. *I Can* is a key to positive thinking and positive action.

\**Key to Motivation (The)*, cassette tape program, 1 hour (1960). Bob Conklin determines that belief in yourself is the key to motivation. From the cassette, one learns how to develop the belief that motivates and how to apply it to his or her own situation and needs. Positive suggestions are given.

\**Motivation and Discipline*, six cassette tapes, 1 hour. These tapes cover, as the title suggests, topics on motivation and discipline. The tapes are *Common Misconceptions About Motivation*, *The Roots of Achievement Motivation*, *Obstacles to Achievement Motivation*, *Dissatisfiers*, *Defining a Job Well Done*, and *Discipline*.

*Mountain Waits (The)*, 1/2-inch VHS, 60 minutes, color. CBC TV filmed Dr. Longfellow's mountaineering seminar in the inspiring beauty of the Canadian Rockies. It is inspiration combined with admiration as we watch men and women just like ourselves face the challenge of the mountain. The film chronicles the individual "solo"—24 hours alone in the woods—and the group effort of these novice climbers to scale 10,036-foot Mount Ptarmigan in Banff National Park, Alberta. The "summit" for the viewer is self-knowledge: success in facing the daily challenges of life comes from knowing both one's strengths and limitations.

*Now That's Upward Mobility*, slide/tape, 15 minutes. This is a presentation designed to introduce the concept of upward mobility to supervisors, managers, upward mobility planners, personnel managers, and EEO specialists. It is intended as part of a 1-hour training module involving discussion of the concept and the definition of upward mobility.

*Stress of Success (The)*, 1/2-inch VHS, 100 minutes, color. A dynamic, large-audience visual presentation of Dr. Longfellow's techniques for managing stress and enjoying success. The audience will learn to recognize and manage stress and use it to improve managerial style, to enhance productivity in self and others, and to relax and enjoy success.

\**Success Through Transactional Analysis*, cassette tape program (sides A and B.) This covers how understanding why people act as they do makes it possible for trainees to change themselves and their transactions with other people. They find the frustrations that steal the joy from life can begin to disappear.

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\**TA for Kids and Grown-ups Too*, cassette tape program (1971). Being okay is realizing that people interact using three distinct levels: the emotional child, the dictating parent, and the rational adult. Keeping these three identities separate within yourself and using the appropriate identity when communicating with another person are what transactional analysis (and life itself) is all about.

\**What You Are Is Where You Were When*, 16-mm film, 90 minutes, color. Dr. Morris Massey explores the area of human behavior, including the role of value systems. This film is designed to help people understand and address their value judgments and to make us aware of the world we live in and the people that are part of this world.

\**What You Are Isn't Necessarily What You Will Be*, 16-mm film, 45 minutes, color. Dr. Morris Massey's sequel to *What You Are Is Where You Were When* addresses how behavioral patterns change with a significant emotional event.

*You Can Surpass Yourself*, 16-mm film, 28 minutes, color. This motivational film is concerned with risk taking, handling change, building self-confidence, and accepting challenges. It shows that risking failure is necessary to achieving successes. It is suitable for career counseling.

*You Pack Your Own Chute*, 16-mm film, color. This is used to emphasize and dramatize that our unrealistic fears and faulty assumptions are our greatest barriers to success. Eden Ryl (nonswimmer) parachutes into the Pacific Ocean.

*You, Yourself Incorporated*, 16-mm film, 25 minutes, color (1969). Joe Powell speaks about success as a technique to be learned. Responsible choice, courage, and confidence are necessary for self-development.

#### Federal Women's Program

*Hire Him—He's Got Great Legs*, 3/4-inch videotape, 30 minutes, color. This commercially produced tape about sex discrimination was developed within the context of a Federal setting. It explores issues related to sexual discrimination, stereotyping, sexism, and harassment.

*Intent vs. Impact: Employee Training*, 1/2-inch VHS, 26:24 minutes, color (1989). This sexual harassment prevention training program addresses the more subtle forms of sexual harassment and stresses that all employees have the right to work in an environment free of this type of inappropriate behavior. It discusses the fine line between behavior that is acceptable and behavior that constitutes subtle sexual harassment. (FSVT 114) Note: This tape is to be shown only within the Forest Service.

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*It's a Losing Game*, 1/2-inch videotape, 10 minutes (1986). This was produced by Region 1 and developed for use primarily with the seasonal work force. It describes what sexual harassment is, the type of action that may be taken against a harasser, and the steps a victim can take to stop harassment. It is very effective in communicating that sexual harassment will not be accepted or tolerated.

*Making the Workplace More Compatible*, 1/2-inch videotape, 35 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-women panel of district rangers. Susan Odell, Ranger on the San Bernardino National Forest, makes the presentation.

*Power Pinch*, 3/4-inch videotape and 1/2-inch VHS, 27 minutes, color, or 16-mm film, 30 minutes, color (1981), with a workbook (guide). Narrated by Ken Howard, this tape explores the widespread problem of sexual harassment, illustrating and defining sexually harassing behavior, including more subtle forms. It explains underlying causes for the behavior and shows what management and employees can do to prevent such behavior. It shows how sexual harassment in the workplace can make people the targets for a serious, illegal power play.

\**Professionalism and Excellence in the Workplace*, 1/2-inch VHS, 1 hour, color (1987). Produced by Region 1, this presentation is by Patricia Barela Rivera at the Region 1 Federal Women's Program session titled "Reflections," commemorating Federal Women's Week, June 25, 1987. Rivera states, "Today, being a woman is no longer a liability. It is also no excuse to claim special privileges in the job market." She offers a list of things to strive for in becoming more successful in the workplace.

*R-5 Consent Decree*, 1/2-inch videotape, 22 minutes. Taped during the 1986 Region 4 Ranger Conference, this videotape is one of four presentations made by an all-women panel of district rangers. Joanne Roubique, Ranger on the Tahoe National Forest, makes the presentation.

\**Sex Roles and Organizational Culture*, 3/4-inch videotape, 55 minutes, color (1981 with revisions in 1983). This was designed to be used in conjunction with *Sexual Harassment in the Workplace*. This first unit of the 4 1/2-hour short course is designed to provide supervisory and nonsupervisory personnel with a greater awareness and understanding of the changing male-female roles and the resulting stresses and conflicts that they cause in the workplace.

*Sexual Harassment*, 3/4-inch videotape, 15 minutes, color. This was produced by Region 3 and features attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker who provides a strong statement on the serious nature of sexual harassment offenses and the consequences if a situation leads

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to a court case (includes the legal and professional effects on the harasser and the personal costs and upheaval for the harasser, the victim, and the organization). *Note: This tape is to be shown only within the Forest Service.*

\**Sexual Harassment in the Workplace*, 3/4-inch videotape, 64 minutes, color (1981 with revisions in 1983). This was designed to be used in conjunction with *Sex Roles and Organizational Culture*. This second unit of the 4 1/2-hour short course provides basic information on the Federal Government's policy on sexual harassment prevention and methods of addressing this problem should it occur.

*We Are Women*, 16-mm film, 33 minutes, color (1972). This film, narrated by Helen Reddy, provides supervisors and employees with an understanding of historical, sociological, and psychological factors influencing today's working women. It uses vignettes to illustrate work-related problems and alternatives to handling situations so they do not have to be resolved through costly, time-consuming discrimination complaints.

*Women as Agents of Change*, 1/2-inch videotape, 25 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-women panel of district rangers. Janet Wold, Ranger on the Mount Hood National Forest, makes the presentation.

*Women in the Pacific Northwest (Forest Service)*—Region 6's 3-day Federal Women's Program Conference, 1/2-inch VHS, 35 minutes, color, or 1/2-inch VHS, 1 hour 50 minutes, color (January 1987). This set of two 1/2-inch VHS tapes was produced by Region 6. *Tape No. 1*—"Challenging the Future" is of conference highlights on Forest Service women in Region 6 of various grade levels and occupations, addressing topics and issues of the past, present, and future, as they relate to the needs and concerns of women. *Tape No. 2*—"Value, Tradition, and Culture in the Forest Service" covers one of the panels from the conference "Challenging the Future." The panel consisted of first-line managers who spoke on various topics related to different values, traditions, and cultures in the Forest Service. Presentation titles were: "Commitment to Agency Goals," "Politics in the Forest Service," "Collaboration Between Women," and "Waiting for the Perfect Conditions."

*Women Rangers in the Forest Service: How We Can Do Better*, 1/2-inch videotape, 25 minutes. Taped during the 1986 Region 4 Ranger Conference, this videotape is one of four presentations made by an all-women panel of district rangers. Mary Moore, Ranger on the Apache-Sitgreaves National Forest, makes the presentation.

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Native American  
Program

*Workplace Hustle (The)*, 3/4-inch videotape, color, 33 minutes. Narrated by Ed Asner, this videotape traces legal battles women have waged to secure dignity and equality in the workplace. Points out the steep price employees and organizations pay for sexual harassment in terms of lost working hours, staff turnover, and lawsuits. Suggests steps to take for a person who is sexually harassed.

\**Civil Rights: A Native American Perspective*, 3/4-inch videotape, 45 minutes, color, or cassette tape, 90 minutes (1985). This is the keynote address by Dr. Henrietta Whiteman, Director of the Native American Studies Program, University of Montana, at the Northern Region Civil Rights Meeting, March 12, 1985. It is a dynamic presentation on the cultural and spiritual values of Native Americans, with specific examples from Cheyenne culture; the history, treaties, and legal background in the relationship between Native American Tribes and the U.S. Government; the perspective of Native Americans on civil rights; the personal experiences of a Native American woman with different cultures; and a comparison of the status of women and minorities in the university system compared to the Forest Service Northern Region.

*Contrary Warriors: A Film of the Crow Tribe*, 1/2-inch VHS, 60 minutes, color (1986). This video chronicles the Crow Tribe's century-long battle for survival. It focuses on the life of Robert Yellowtail, a 97-year-old tribal leader whose courage and brilliance saved Crow lands and traditions. In spite of every effort by the U.S. Government to assimilate the people and acquire tribal land, the Crows have persisted—their language, family, and culture intact. *Contrary Warriors* is a moving, intimate film that reveals Crow life and history from the inside.

*Father Ocean*, 16-mm film, 11 minutes, color (1962). A Quinault Indian uses symbols characteristic of those found on the totem poles and in the arts and legends of the Quinault Indians to tell the story of the legendary Father Ocean.

*Forgotten American*, 16-mm film, 25 minutes, color (1968). This documents the impoverished condition of the Native American—the minimal food and housing, the inadequate educational facilities, the limited employment opportunities, and the continued exploitation by whites. It explores the damaging loss of identity and self-respect. It has commentary by Steward Udall and Seneca tribal spokesman Bob Davis.

*Indian Influences in the United States*, 16-mm film, 11 minutes, color (1964). This film points out that when settlers came to America, they hunted as the Indians did, planted Indian crops, and used Indian names for towns and rivers. It studies the Indian influence on our art, music, language, foods, and locations of cities and highways.

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*Man of Thunder*, 16-mm film, 22 minutes, color (1978). The National Appaloosa Club retraces the final stage of the 1,500-mile flight by the Nez Perce in 1877. The film focuses on the activities and preparation of the 378 horsemen who travel for a week from the Missouri River to the Bear Paw Mountains in Montana.

*Montana Inter-Tribal Youth Practicum*, 3/4-inch videotape, 10 minutes, color (1984). This covers the goals and objectives of the annual practicum for Native American high school students, sponsored by the Montana Inter-Tribal Policy Board and the Forest Service Northern Region, and hosted by a tribe. It includes scenes from the 1984 practicum at Rocky Boy Reservation, with personal interviews of staff and attendees.

*Mystic Mountain*, 3/4-inch, 15 minutes, color (1985). This explains the resource management simulation model titled "Mystic Mountain," in which participants examine resources, priorities, and management options on a segment of land and develop a management plan. This exercise is used at the youth practicum.

*Native American Program (Northern Region)*, 3/4-inch videotape, 8 minutes, color (1985). This provides an overview of program goals in employment and nonemployment and the role of Native American program managers.

*Nin-a-saan: Set Here for You*, 1/2-inch VHS, color, 32 minutes. Produced by the Six Rivers National Forest in Region 5, this videotape examines the Native Americans' deep ties to the land and their concern over why the land must be taken care of. It expresses the need for our managers to expand their understanding of Native American culture so that we can better meet the needs of the Native American communities by understanding the differences and commonalities of our two cultures.

*Tahtonka*, 16-mm film, 30 minutes, color (1966). This relates the history of the Plains Indians and their buffalo culture from the prehorse period to the time of the mountain men, the hide hunters, and the decimation of the mighty herds. It reviews the ghost dance craze and the massacre of Wounded Knee.

*Timber and Totem Poles*, 16-mm film, 10 minutes, color (1949). In the Tongass National Forest in southeastern Alaska, timber awaits felling and hauling to the mills. The fine ancient art of totem pole carving, in danger of extinction, was revived by the Civilian Conservation Corps under the Forest Service. Native Alaskan Indians in ceremonial garb restore their totem poles.

*Walk in Beauty: Insights Into Southwest Native American Culture*, 1/2-inch VHS, 28 minutes, color. Produced by Region 3, this videotape explains some of the beliefs and practices of Native Americans in the Southwest. It is intended to provide Forest Service managers with a better understanding of Native American culture by giving our managers an idea of what they might anticipate in the way of Native American input, behavior, and reaction to Forest Service land management policies.

*We Belong to the Land*, 16-mm film, 30 minutes, color. This film was produced by Humboldt State University to encourage Native American youth to explore opportunities in natural resource careers.

*Working Relationship (A)*, 1/2-inch VHS, 35 minutes, color (1990). In this new video, Dr. Jeanine Pease-Windy Boy, president of Big Horn Community College, Crow Agency, Montana, presents an overview of Native American culture. The video helps viewers better understand the heritage and culture of Native Americans and how they are being integrated into mainstream society.

*Working With the Native American Community*, 1/2-inch VHS, 18 minutes, color. Produced by the Six Rivers National Forest in Region 5, this videotape describes the efforts to open communications and enhance relationships among the Forest Service, several other Federal and State agencies, and local tribal organizations in California. It shows some of the issues discussed at a Forest Service-sponsored workshop held in Eureka, California, in September 1984.

*Yellowstone Trail (The)*, 16-mm film, 20 minutes, color (1974). This film covers a 5-day back-country journey by the National Appaloosa Club in 1973, retracing the Yellowstone segment of the epic flight of the Nez Perce Indians in 1877.

#### Handicap Program

*Blind/Visually Impaired Worker (The)*, slide/tape program, 109 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a blind or visually impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Cerebral Palsied Worker (The)*, slide/tape program, 52 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a person with cerebral palsy into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Deaf/Hearing Impaired Worker (The)*, slide/tape program, 107 slides, two audiotapes, one guide. This was designed to help prepare workers for the entry of a deaf or hearing-impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Epileptic Worker (The)*, slide/tape program, 69 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of an epileptic person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Lassie: More Than Meets the Eye*, 16-mm film, 28 minutes, color (1969). Lassie and Ranger Turner share their beloved outdoors with six blind children. A walk through the woodlands helps them understand there is more than meets the eye if you listen with your mind.

*Learning About Disabled Workers*, slide/tape program, 84 slides, two audiotapes, two guides. This was designed to help prepare workers for the entry of a person with a disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Mentally Retarded Worker (The)*, slide/tape program, 63 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a mentally retarded person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Mobility Impaired Worker (The)*, slide/tape program, 73 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a mobility-impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Physically Disabled Worker (The)*, slide/tape program, 95 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a person with a physical disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Psychological-Social Disabilities*, slide/tape program, 97 slides, one audiotape, one guide. This was designed to help prepare workers for the entry of a person with a psychological or social disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

## **Region 2**

*Access for All* (1990). This videotape is about the creation of the Sugarloaf Campground Boardwalk. It details how the boardwalk was built, the partnerships involved, and the intricacies of building a boardwalk for improved physical access over wetlands. It is available from the Region 2 Public Affairs Office.

*Bridges* (1990). This training program is for managing a diverse work force. It consists of eight separate modules, available individually, plus an introductory video to be used with any module. *Bridges* is designed to provide maximum flexibility so that implementation of the program can be tailored to a variety of organizational requirements. The program represents the collective efforts of Equal Employment Opportunity, human resource, and training and development professionals throughout the United States to identify the issues that they feel will be the most relevant through the next decade and the resulting training needs of their organizations. Their feedback at every stage of design, production, and testing is reflected in the *Bridges* program. For information, contact Pete Rock or Bob Banks, Black Hills National Forest, (605) 673-2251.

*1890 Schools*, 22 minutes (1989). This covers recruiting from the 1890 schools for the Forest Service. Region 2 developed this video. It is excellent for recruiting purposes. Contact Marcel Rivera, FTS 776-9641.

*Live and Remember*, 1/2-inch videotape, 28:54 minutes, color (1987). This provides an overview of the rich cultural inheritance of the Lakota as it is handed down from tribal elders to the younger generation through song and dance, oral traditions, and the practice of sacred ceremony. The video honors the people today who live the Lakota life and remembers the way of their ancestors. For information, contact Fred Miller, Black Hills National Forest, (605) 673-2251.

*PAW* (1990). This videotape is about the Physically-Challenged Access to the Woods (PAW) program, covering how it works, who is involved, whom it is for, and what it does. It is available from PAW or the Region 2 Public Affairs Office.

*Proceedings of the 1990 Accessibility Symposium* (1990). This is available from the Region 2 Public Affairs Office in video or written form.

*Williams Fork Boardwalk (The)*, 1/2-inch videotape. This tape describes the process of building a boardwalk to be used for guidance in similar projects. It is intended for both the Forest Service and the public. To obtain it, send a blank tape with return address to David Steinke, USDA Forest Service, 11177 W. 8th Avenue, Box 25127, Lakewood, CO 80225.

Open-captioned video on Evaluating Facilities for Access. It is available through PAW or the Region 2 Public Affairs Office.

## Region 3

### Strategies for Success Symposiums

The Region has eight learning modules containing state-of-the-art subject matter that promotes the concepts of primacy of purpose and self-sufficiency:

- (1) **Positive Partnerships** addresses the idea that we live in a political world. It is expected that we become versed and involved in the human relationships and interactions around us. Politics is not a negative activity; politics run our country. We need to understand our heritage and how it has shaped our past and may influence our future. We need to become highly skilled in those activities that determine our relationships with our publics, which in turn determines how well we fulfill our fundamental mission, "Caring for the Land and Serving People." In this module, we clearly articulate our core organizational values, we promote a clear understanding of the power of information, and we learn ways to cultivate positive internal and external contacts and relationships.
- (2) **Lifelong Learning** introduces and reinforces the idea that in a world of rapidly accelerating change and interdependence, each individual needs to create a personal attitude of continuous learning, innovating and searching for new, more timely answers, and shedding ideas that the older we get and the higher levels achieved, somehow we can ease off. Instead, we need to vigorously model and encourage an attitude of perpetual discovery.

(3) **Facilitative Behavior** highlights techniques, personal behaviors, and attitudes that help us optimize our use of time and communications. It helps us understand the systems available and how to use them to arrive at win/win solutions. We learn the self-discipline that successful people exercise to navigate their careers through sometimes turbulent or at least troublesome situations. We learn techniques for staying open to new ideas, the perspectives of others, and generally, “how to get to yes without being a yes person.”

(4) **Individual Peak Performance** is a concept that has proven, through careful research, how much more of our human potential we can individually achieve if we cultivate certain habits, attitudes, and techniques in our daily activities. It is a powerful concept for generating individual wellness, creativity, and productivity. Ultimately, these concepts can become so widespread that the overall organizational health is greatly enhanced. How to foster creativity and innovation is a centerpiece of this module.

(5) **Values Clarification** is a process for helping individuals identify key personal and organizational values, how they are manifested in behavior, and ultimately how these values do or do not align with each other.

(6) **Changing Roles of Men and Women** is an introduction to the major changes occurring in the American work force as more women are becoming recognized for their talents and contributions, are entering positions of higher responsibility and power, and are achieving more equitable distribution in numbers and participation. It helps individuals understand the implications of these changes and recognize and respect mutual potential and face the realities of interrelationships of men and women in the workplace. Individuals are able to adapt this awareness to the family. It is intended to help individuals become more aware of the changing dynamics of the workplace. Acceptable norms and values are learned to help one more readily fit into any work group in the future.

(7) **Leadership** describes the competencies needed by leaders of the future. It helps individuals visualize themselves in those roles and begin to assess their own leadership potentials, styles, development needs, and desire to exercise leadership. It highlights distinctions between management activities and leadership. It will promote a serious look at our managerial and leadership pool for the future. The concepts are generic enough to apply outside of Government jobs as well.

(8) **Personal Action Plan** is a process for individuals to consider everything they have experienced in the symposium and select those concepts they want to incorporate immediately into their lives or want to explore further through more research. It is intended to encourage people to set clear, concrete goals and have an action plan with a network for implementation.

These symposiums themselves model self-sufficiency in that the planning, delivery, and followup are done primarily by empowered employees in the Region.

Fundamentally, the broad goal of these symposiums is to promote an attitude that declares, "Ultimate career success, to me, is to feel so confident and self-sufficient that I know I can succeed anywhere. I remain with the Forest Service because I love the work environment and the contributions I am empowered to make toward fulfillment of our mission!"

**Videos, Cassettes, and Films**

**Slides**

*Hispanic Employment Program*

**Films**

*Bill Cosby on Prejudice*

*Where Are You? Where Are You Going?*

*Our Hispanic Heritage (Parts I and II)*

*Verbal Communication: Power of Words*

*Workplace Hustle (Sexual Harassment)*

*What You Are Is Where You Were When*

**Video Cassettes (3/4-inch cassettes)**

*Valuing Diversity* videotapes—11 tapes on managing, supervising, communicating, and accepting and making changes to make the work force more diverse. The titles are: (1) Managing Difference, (2) Diversity at Work, (3) Communicating Across Cultures, (4) You Make the Difference, (5) Supervising Difference, (6) Champions of Diversity, (7) Profiles in Change, (8) Taking Tradition to Tomorrow (can be borrowed from Dave Schultz, R03A, Regional Engineering unit), (9) The Honor of One Is the Honor of All (3 videotapes).

*A Resource of People*

*Sex Roles and Organization Culture*

*An Overview of EEO Law*, Carl Hartmann, EEO Attorney

*EEO Consideration for Managers*, Carl Hartmann

*Walk in Beauty*

*Chief on Early Out* (1985)

*Not Just Women's Issues* (3 tapes), Region 4 Ranger Conference, Boise, Idaho, March 1986

*Abilene Paradox*

*The Excellent Companies*

*Sexual Harassment*, Carl Hartmann

*It's a Losing Game*

*Perception*

*Stress: You Can Live With It*

*A Passion for Excellence*

*Sexual Harassment in the Workplace*

*Beyond Success: Where Will I Find Life's Meaning When Ambition Is No Longer Enough?*

Contact: Personnel and Civil Rights Staff, FTS 476-3380.

## Region 4

### Videos

*Abilene Paradox*. This is a taped version of a presentation done by Dr. Jerry Harvey on the campus of George Washington University. The tape addresses mismanagement of agreement and disruptive group thinking.

*It's a Losing Game*. This video is a tailgate scenario addressing different interpretations and understandings of sexual harassment. It is an excellent 10-minute video for summer/seasonal orientation.

*Affirmative Action vs. Reverse Discrimination*. The hypothetical situation depicted by this video relates to the attitudes of hiring individuals (male/female, minority/nonminority), taking into consideration all the needs that should be met.

*Power Pinch*. The subject of sexual harassment in the work force is covered in an interesting and entertaining manner.

*Hire Him—He's Got Great Legs*. This video is a satire on hiring practices where women are the dominant members of the work force instead of the other way around.

*Sexual Harassment.* Carl Hartmann's tape concerns the legal outlook on sexual harassment and the consequences that are faced.

*White Male Club (The).* This tape depicts the attitudes some employees have about women and minorities entering the work force and how the "club" almost instinctively protects its power and position.

*Intermountain Region 1890 Recruitment Program.* This video is an excellent tape that is used to help heighten the awareness level of newly hired students from black universities and colleges in the South and East. It shows how different the geographical makeup of the West is, along with the differences in culture, climate, and people.

The Regional Office also has the 33-mm film titled *Wilmar 8*. This film is an example of blatant sex discrimination against women. The information on this film is true, and the events really did happen.

#### Other Resources

There is a child care package for use throughout the Region and station. There also is a design for use on pins or tie tacks as an award or recognition for individuals who exemplify commitment and accomplishments in the area of civil rights. The design includes the words "I'm Committed." A button was also designed with the words "I'm Involved" inscribed on it. The button will be distributed to anyone who is actively involved in civil rights.

Contact: Rita Kennedy, FTS 586-5401.

### Region 8

#### Publications

The Region has developed a work force diversity recruitment brochure that depicts the various job disciplines and diversity in the Southern Region's work force. The brochure, titled "The Natural Choice," will be used at all recruitment functions of the Southern Region.

*Personnel and Career Development Information*, published by Region 8 Engineering. This publication provides employees with an in-depth view of how to put a first-rate application package together and of career planning information commonly misunderstood yet needed to make career decisions. Although the targeted audience is Engineering personnel, most of the publication is devoted to subjects of interest to all employees.

"How to Contract With National Forests in the Southern Region" is a brochure that explains the types and methods of contracting, including 8(a) set-asides, women-owned, and other disadvantaged small business contracting opportunities. The brochure is used at minority and other small business procurement conferences, workshops, and trade fairs. It lists many products and services used and the address and telephone number of each Region 8 procurement office.

Brochures are out that describe the natural resources career camps, qualifications for enrollees, an application, and a VHS videotape that is suitable for recruitment purposes; they provide an overview of the purpose of the camps. These are available from the George Washington National Forest, Harrison Plaza, P.O. Box 233, Harrisonburg, VA 28801, DG: R08F08A or (703) 433-2491.

#### **Slide-Tape Program**

*We're Not All Foresters*, an 8-minute program for use as a recruiting tool. For more information, contact the Civil Rights or Public Affairs units.

#### **Videos**

A 7-minute recruitment video was developed that depicts minorities and women working in various job disciplines in the Southern Region. The video is geared toward the recruitment of college minority and women students.

*Building a Better Tomorrow*, 25 minutes. USDA produced this videotape, which depicts people from all walks of life, photographed in action, voicing their gratitude for projects in Human Resource Programs, which for many provide opportunities for personal growth and a sense of worth. Each Region 8 Job Corps Center has developed colorful brochures featuring the various training programs available.

*Valuing Diversity*, a 3-part series that highlights the issues, concerns, and challenges of managing or working in a diverse workplace.

*Bill Cosby on Prejudice*. The main theme is awareness of prejudice, including evaluation of attitudes and honest introspection. It is suitable for viewing by all employees.

*Cass Job Corps Center* is available. This videotape promotes the Job Corps programs and can be used for information and recruiting purposes.

#### **North Central Station**

*Increasing the Education and Employment of Blacks in Natural Resources: A Role for Historically Black Colleges and Universities*, by Earl C. Leatherberry, USDA Forest Service, St. Paul, Minnesota. This paper presents factors that are important to increasing education and employment of blacks in natural resource occupations and suggests how HBCU's can educate students about careers in natural resources.

*Black High School Students' Images of Forestry as a Profession*, Earl C. Leatherberry, USDA Forest Service, St. Paul, Minnesota, and J. Douglas Wellman, Department of Forestry, Virginia Polytechnic Institute and State University. This book examines why blacks generally do not pursue forestry careers.

## Northeastern Station/Area

### Films and Videos

*Your Move*, 16-mm film, 25 minutes, color (1982). This film covers the two-career family (problems faced by a spouse when the partner is transferred).

*Mrs. Breadwinner*, 16-mm film, 12 minutes, color (1982). Narrated by Harry Reasoner, this film shows the effects on families when a wife outearns her husband.

*Men Under Siege: Life With the Modern Woman*, 16-mm film, 33 minutes, color (1979). This appraises changing sex roles in America and their effect on life today.

*Eyes on the Prize*, videotape (6 episodes), 58 minutes each, color (1985). These six 1-hour episodes describe the Civil Rights Movement from 1954 through 1965. Interviews and stories are by actual participants.

*Flyers in Search of a Dream*, videotape, 58 minutes, color (1984). This is a historical accounting of the first black pilots from the 1920's through World War II. It includes interviews of male and female pilots discussing their experiences.

### Books

About 35 books were researched and added to the Federal Women's Program library. The books are circulated in two groups with a month at each of our locations so that everyone will have a chance to read and use them. Then they will be available to borrow on an individual basis. Some titles are: *Women Making History*, *How Men Feel*, *Small Sound of the Trumpet*, and *A Mother's Work*.

## Rocky Mountain Station

*The African*, a Public Broadcasting System nine-part VHS tape series.

*What You Are Is Where You See*, 1/2- and 3/4-inch videotape by Morris Massey.

*The Art of Winning*, a six-part cassette tape by Dennis Waitley.

*Bound for Canaan*, a videotape of excerpts from the play.

## Southeastern Station

### Videos

\**The Chief on Career Planning and Counseling*, 3/4-inch, 27 minutes.

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*In this Southeastern Station section, \* is Employment and \*\* is Programs.*

**\*\*An Overview of EEO Law**, 3/4-inch.

**\*\*EEO Considerations for Managers**, 3/4-inch.

**\*\*A Tale of "O" on Being Different**, 1/2-inch VHS, 27 minutes. This explores the consequences of being different. It focuses on a group of people in which there are "the many," referred to as the "X's," and "the few," referred to as the "O's." What makes a person an X or an O? Simply being different from the majority of the group members in any particular dimension makes someone an O. The difference can come from a wide variety of factors—age, sex, race, language, occupation, status, or even such matters as hair style or length. A great many factors *can* be used to divide a group into "the few" and "the many." Of course, some factors are more salient, and more frequently used, to differentiate people.

***Men Under Siege: Life With the Modern Woman***, 1/2-inch VHS, 34 minutes. This video examines how changing sex roles in America affect men in four areas of life: work, sexual relations, family, and marriage. *Not available.*

***The Eye of the Storm***, 1/2-inch VHS, 25 minutes. This documentary explores the nature of prejudice in a dramatic 3rd-grade classroom experiment conducted in a small midwestern town—a town without ghettos, blacks, and campus unrest. It demonstrates how quickly wholesome, friendly school children can be infected with the ugly virus of discrimination that leads to frustration, broken friendships, and vicious behavior. Host and narrator is Bill Buetel of ABC News.

***Bill Cosby on Prejudice***, 1/2-inch VHS, 25 minutes. In makeup that is a cross between the mask of an African storyteller and a harlequin, comic Bill Cosby's bigot destroys the human race. To him, old people "take up space." He resents the Jewish "braggin' about their holidays." His disgust with blacks: "Every one of 'em's on welfare." His distaste for southerners: "Haven't seen one that wasn't ignorant yet." His disgust for Indians: "This is the survival of the fittest, an' the Indians weren't fit." On women: "They was put here to have babies, wash dishes, that's all." And so it goes until when asked to describe himself, our arrogant bigot isolates himself from all humanity. Under Cosby's spoofing lies a serious comment that stimulates honest discussions of the problem of racial prejudice.

**\*\**Where Do I Go From Here***, 3/4-inch VHS, 22 minutes.

### Videos Selected for the Federal Women's Program

***How We Got the Vote***, 52 minutes. Narrated by Jean Stapleton, this climaxes with the passage of the 19th Amendment to the U.S. Constitution in 1920. Women were finally allowed to participate in that most prestigious right of a democratic society—the right to vote. This video vividly recreates that turbulent era—another chapter in the growth of freedom for all Americans.

*Women in American Life 1861–1880: Civil War, Recovery, and Westward Expansion*, 15:16 minutes. This is an overview of women's history in the United States, narrated by Molly Murphy MacGregor. The first in an exciting four-part series, this segment brings to life a tumultuous period in U.S. history. Some topics examined are women's multiple contributions to the Civil War effort, emancipation's effect on the lives of black women in the South, and the development of new employment opportunities for white women after the Civil War.

*Women in American Life 1880–1920: Immigration, New Work, and New Roles*, 16:19 minutes. The second in the four-part series, this segment brings to life a period of major upheaval and change in American society. Some topics examined are immigrant women building new lives in burgeoning cities, eastern immigrant life contrasting with the changing lives of Native American, Mexican, and Chinese women in Western States, and a growing middle class and increasing educational opportunities for both black and white women that provide fertile grounds for the development of social work.

*Women in American Life 1942–1955: War Work, Housework, and Growing Discontent*, 14:52 minutes. The fourth in the four-part series, this segment brings to life the economic and social forces affecting women's lives as the Nation moves into the modern period. Some topics examined are the war effort thrusting women into many new roles, the war also creating a major change in public attitudes toward Asian Americans, and women's economic independence being short-lived as the war's end brings the men home to take over the jobs and push women back into their homes.

*Sexual Harassment*. Produced by Region 3, this features attorney Carl Hartmann, a specialist in discrimination cases. Hartmann is a dynamic speaker who provides a strong statement on the serious nature of sexual harassment offenses and the consequences if a situation leads to a court case. This includes the legal and professional effects on the harasser and the personal costs and upheaval on the harasser, the victim, and the organization. *Note: This tape is to be shown only within the Forest Service.*

*Sexual Harassment in the Workplace*, 1/2-inch VHS, 37:45 minutes. This is designed to be used in conjunction with *Sex Roles and Organizational Culture*. This second unit of the 4 1/2-hour short course provides basic information on the Federal Government's policy on sexual harassment prevention and methods of addressing this problem should it occur.

*A Woman's Place*, 1/2-inch VHS, 25 minutes. Narrated by Julie Harris, this is an inspiring documentary of achievement. Based in part on the tremendous volume of material gathered for the *Life* special report "Remarkable American Women," this film not only pays tribute to notable individuals who have made a great contribution to society, but it celebrates the fact that today a woman's place is everywhere.

*Sex Roles and Organizational Culture*, 1/2-inch VHS, 55 minutes. This is designed to be used in conjunction with *Sexual Harassment in the Workplace*.

This first unit of the 4 1/2-hour short course is designed to provide supervisory and nonsupervisory personnel with a greater awareness and understanding of the changing male and female roles and the resulting stresses and conflicts that the changes cause in the workplace.

*The Workplace Hustle*, 1/2-inch VHS, 23:02 minutes. Narrated by Ed Asner, this videotape traces legal battles women have waged to secure dignity and equality in the workplace. It points out the steep price employees and organizations pay for sexual harassment in terms of lost working hours, staff turnover, and lawsuits. It suggests steps to take for a person who is sexually harassed.

*Sufferance to Silent Spring: Women in Natural Resources*, 1/2-inch VHS, 15 minutes.

\*\**Eyes on the Prize*, 1/2-inch VHS, six-tape series. These six 1-hour episodes describe the Civil Rights Movement from 1954 through 1965.

\*\**It's a Losing Game*, 1/2-inch VHS, 10 minutes.

\*\**King: Montgomery to Memphis*, 1/2-inch VHS, 103 minutes. This documentary starts in 1955 with a young man of 26, known only in his own community of Montgomery, Alabama. Soon Dr. Martin Luther King was the most influential spokesperson for black citizens of the United States.

\**Introducing Students to the Natural Sciences: Two Creative Models*, 1/2-inch VHS, 16:41 minutes. This videotape was prepared by the Northeastern Station. It describes a project designed to introduce students to the natural sciences and natural-resource-type careers.

\*\**Today's Diverse Work Force: New Challenges, New Opportunities*, 1/2-inch VHS, 25 minutes. This video goes beyond traditional Affirmative Action training to take a balanced, up-to-date look at the different dynamics operating in today's multicultural organizations. The video provides a realistic portrayal of barriers created in today's workplace because of prejudices toward people (in terms of ethnicity/race, gender, age, or physical abilities). Managers and employees will better understand the subtle dynamics that operate in a diverse work force, and they will be motivated to communicate and work more effectively across diverse workplace interfaces.

*1890 Schools*, 22 minutes. This film follows 1890 students through their summer work experience. The video was developed in Region 2 and is an excellent vehicle for recruiting purposes.

*Valuing Diversity* (three-tape series).

- (1) *Managing Differences*. This video covers with managers such topics as maintaining standards and accountability, addressing stereotypes and assumptions, sharing membership, changing the rules, and so forth.

(2) *Diversity at Work.* This video covers with employees such topics as stereotypes and assumptions, mentors and networks valuing cultural differences, stresses of being bicultural, and so forth.





## **Exhibit A—Executive Summary of the 1990 SES Performance Appraisal**

The following charts provide a profile of the Forest Service work force by professional, administrative, and technical occupations. The work force data for clerical, others, and blue collar categories traditionally have the greatest concentration of women and minorities and are therefore not monitored and displayed within these charts.

This information is not all-encompassing. It is meant to provide a snapshot of Forest Service progress over the year. Included among the graphic displays are Service-wide work force; population percentage of the work force by professional, administrative, and technical categories; and population breakdown by average grades.

The Forest Service has continued to make progress in diversifying its work force over the past 14 years (Chart A). However, the challenge continues to be within the professional area and at the middle and upper grade levels. During this period, there have been significant changes in the complexion of the agency's work force. The population of nonminority males decreased by 18 percent, nonminority women increased by 12 percent, minority males increased by 1 percent, and minority females increased by 4 percent. The total population for all women is almost 40 percent.

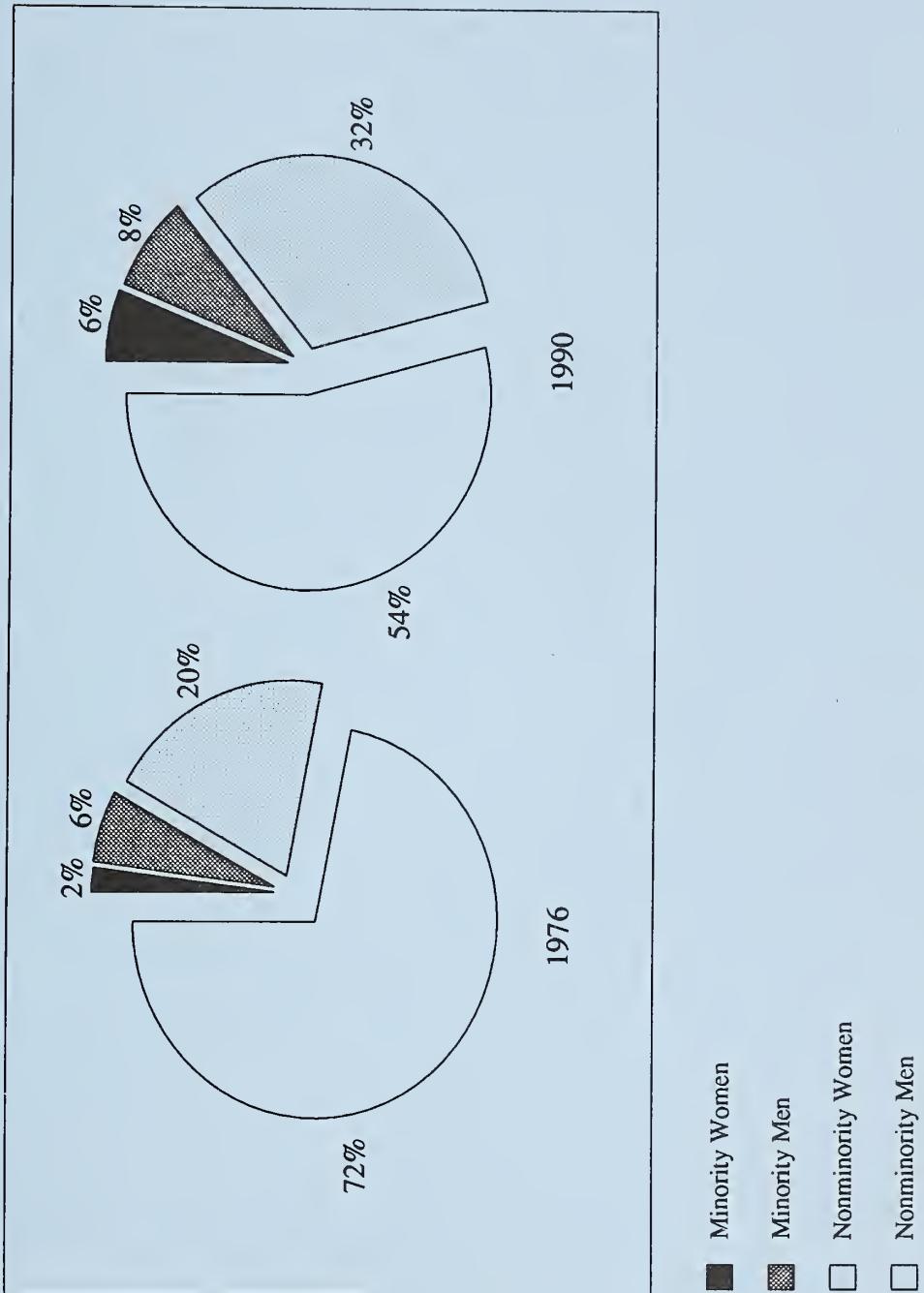
Charts B, C, and D illustrate the professional, administrative, and technical work force, respectively. Within these categories, there has been significant improvement over the past 14 years. While there is still considerable work to be done, women have increased in the professional area by more than 20 percent during this period. Although the work force profile has shown changes within the professional area, the changes have not been comparable with the total work force changes. The administrative and technical categories of employment still show the most significant changes for women and minorities. Women are almost 60 percent of the administrative work force; minority women represent 10 percent of this total. While the technical category is not as populous among minorities and women, these two groups have almost doubled from what they were in 1976 in this category of employment. It is especially in these categories that the agency must now begin focusing on middle and senior grade levels for these employees.

Charts E, F, and G reflect the average grade of the work force by grade groupings as follows: grades 1–8, grades 9–12, and grades 13 plus, respectively. Over the 1-year period, there have not been any significant changes among the various groups.

Charts H, I, and J display the total work force by grade groupings for the period 1981–1990. The work force at grades 1 through 8 continues to be predominantly nonminority, both women and men; minorities are at a much lower percentage of the population. This drastically changes in grades 9 through 12; nonminority women, minority women, and men show significant decreases. For grades 13 and above, the disparity becomes even more significant.

## Service-wide Work Force

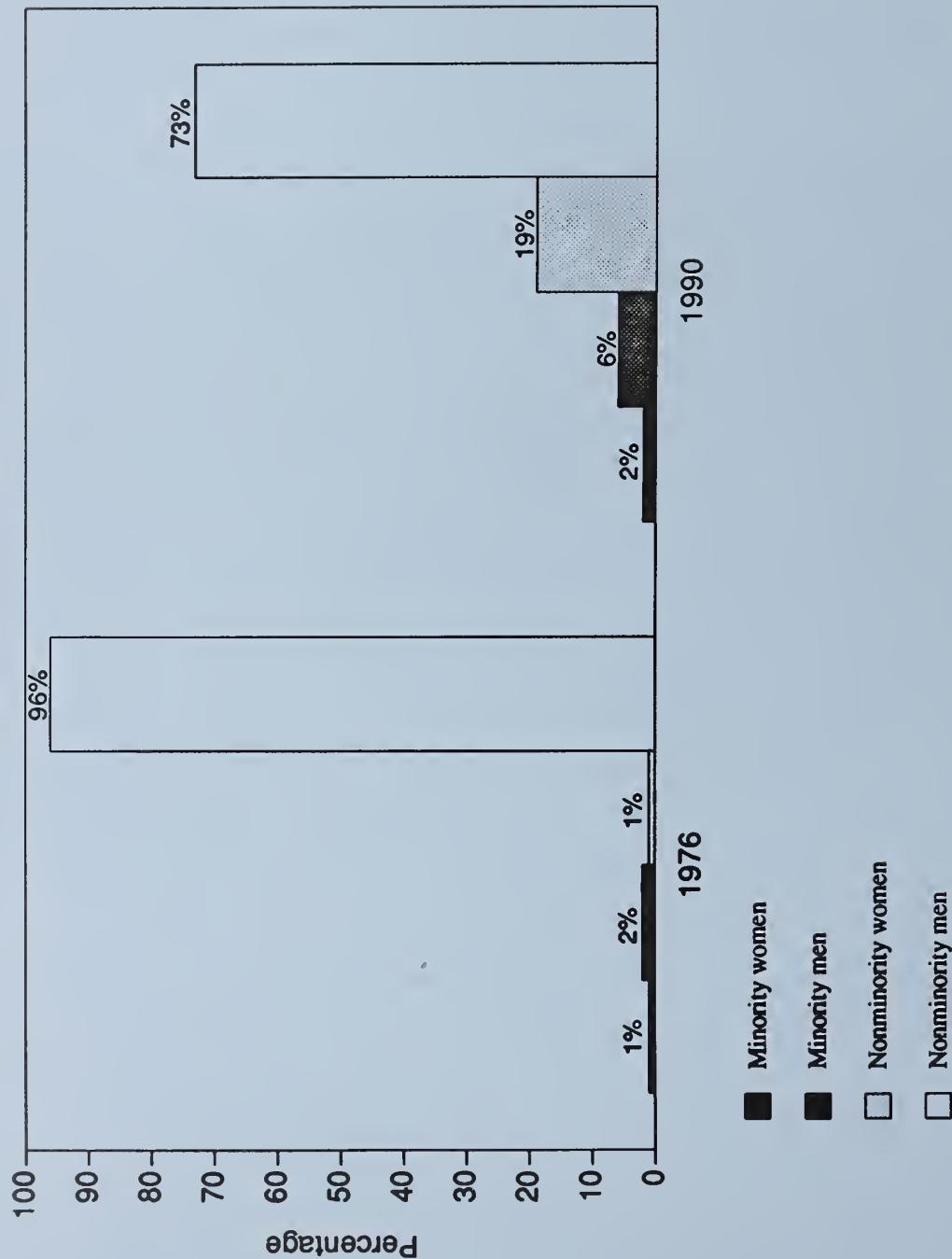
A



Note: 1976 data from gains/losses report; 1990 data from the National Finance Center data base.

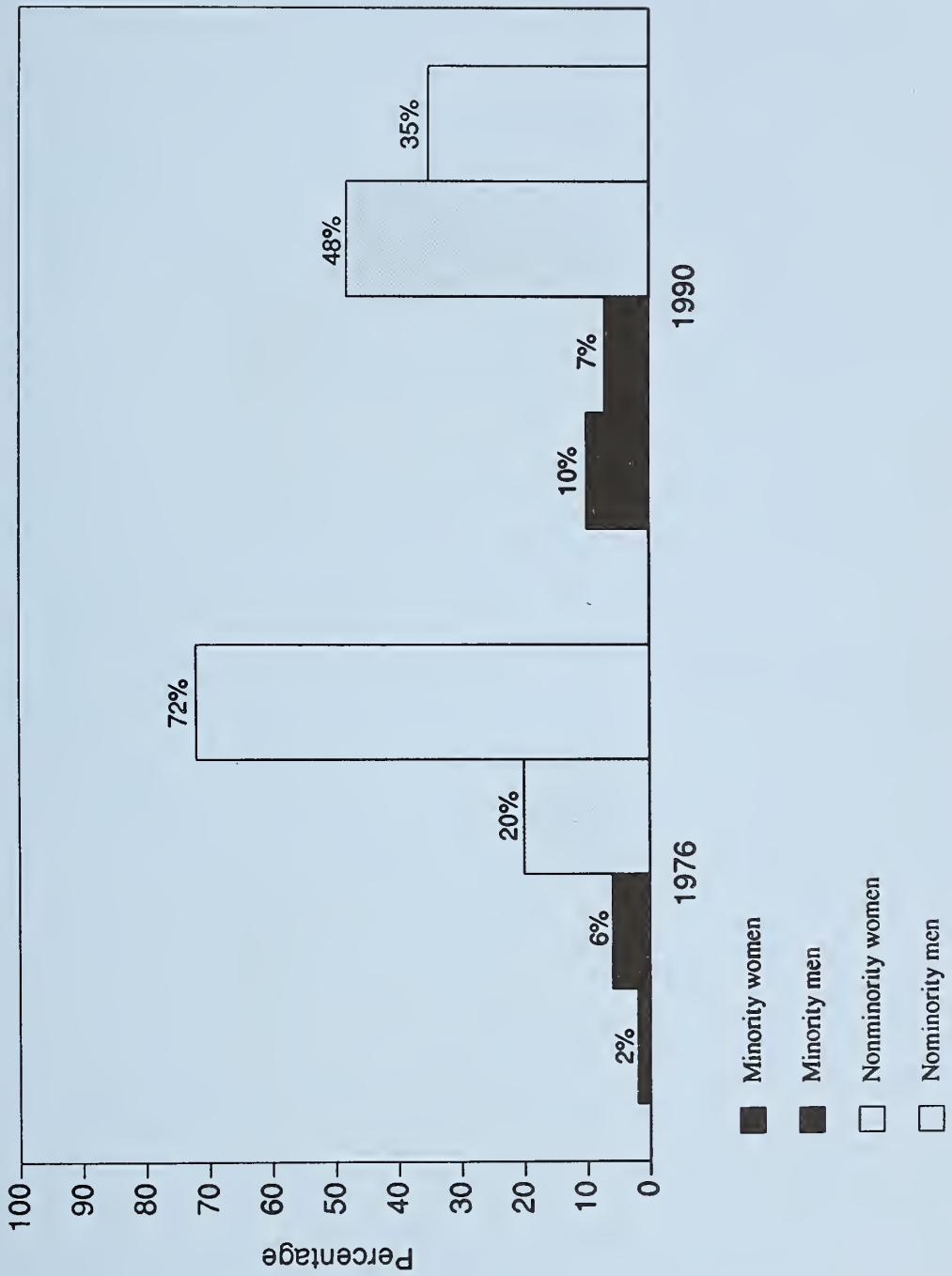
B

## Professional Work Force (Service-wide)



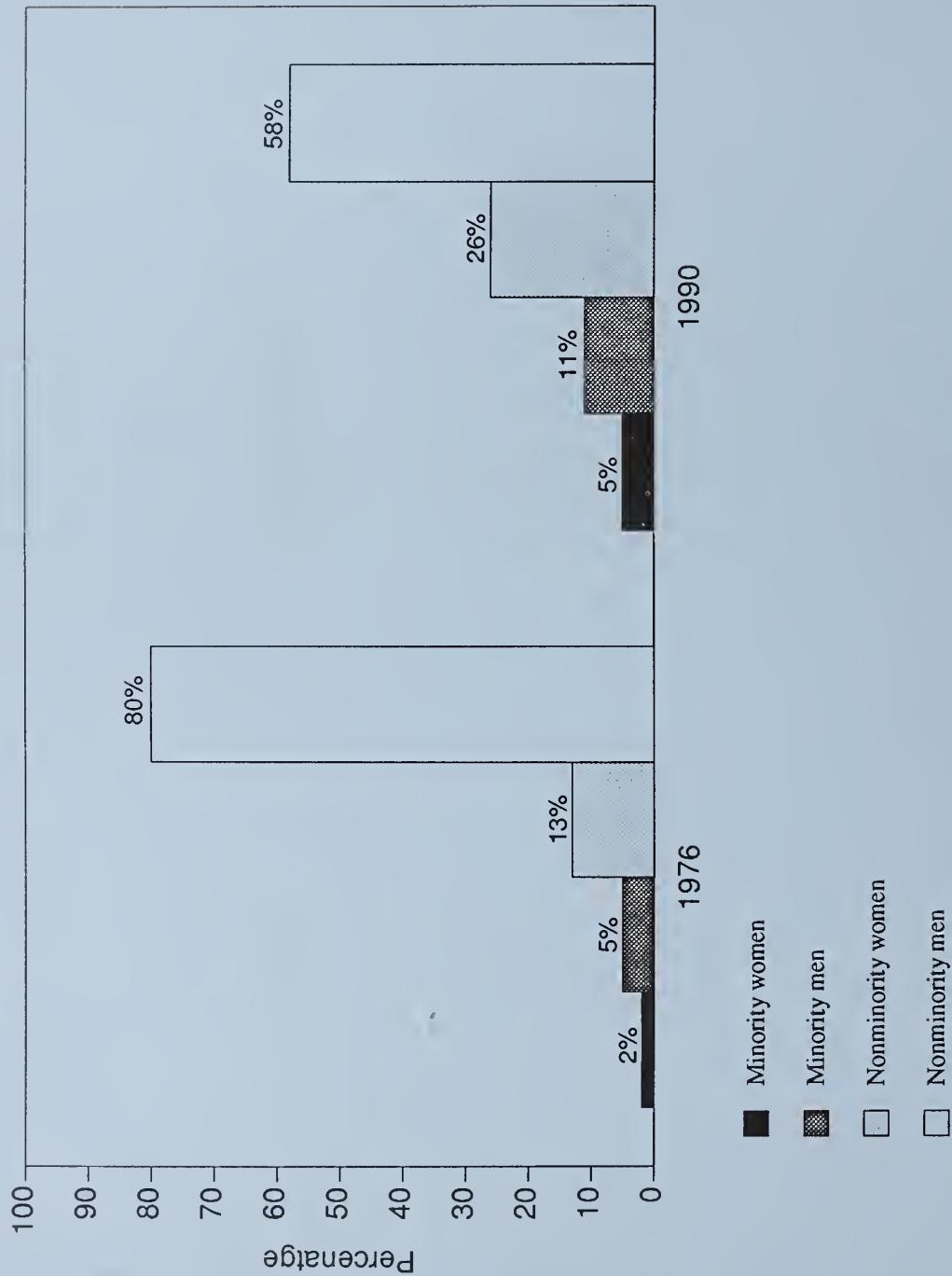
Note: 1976 data from gains/losses report; 1990 data from the National Finance Center data base.

## Administrative Work Force (Service-wide)



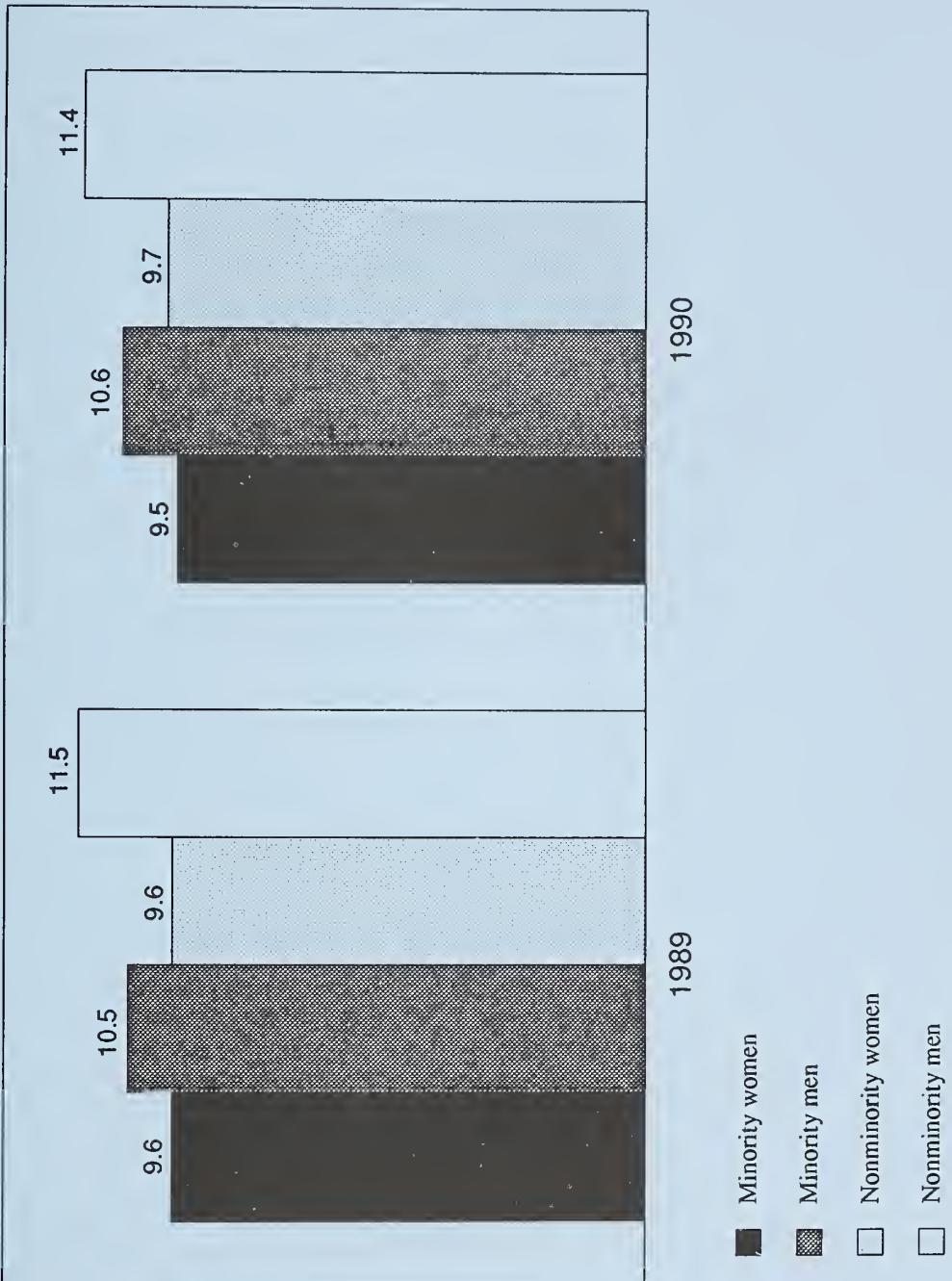
Note: 1976 data from gains/losses report; 1990 data from the National Finance Center data base.

## Technical Work Force (Service-wide)



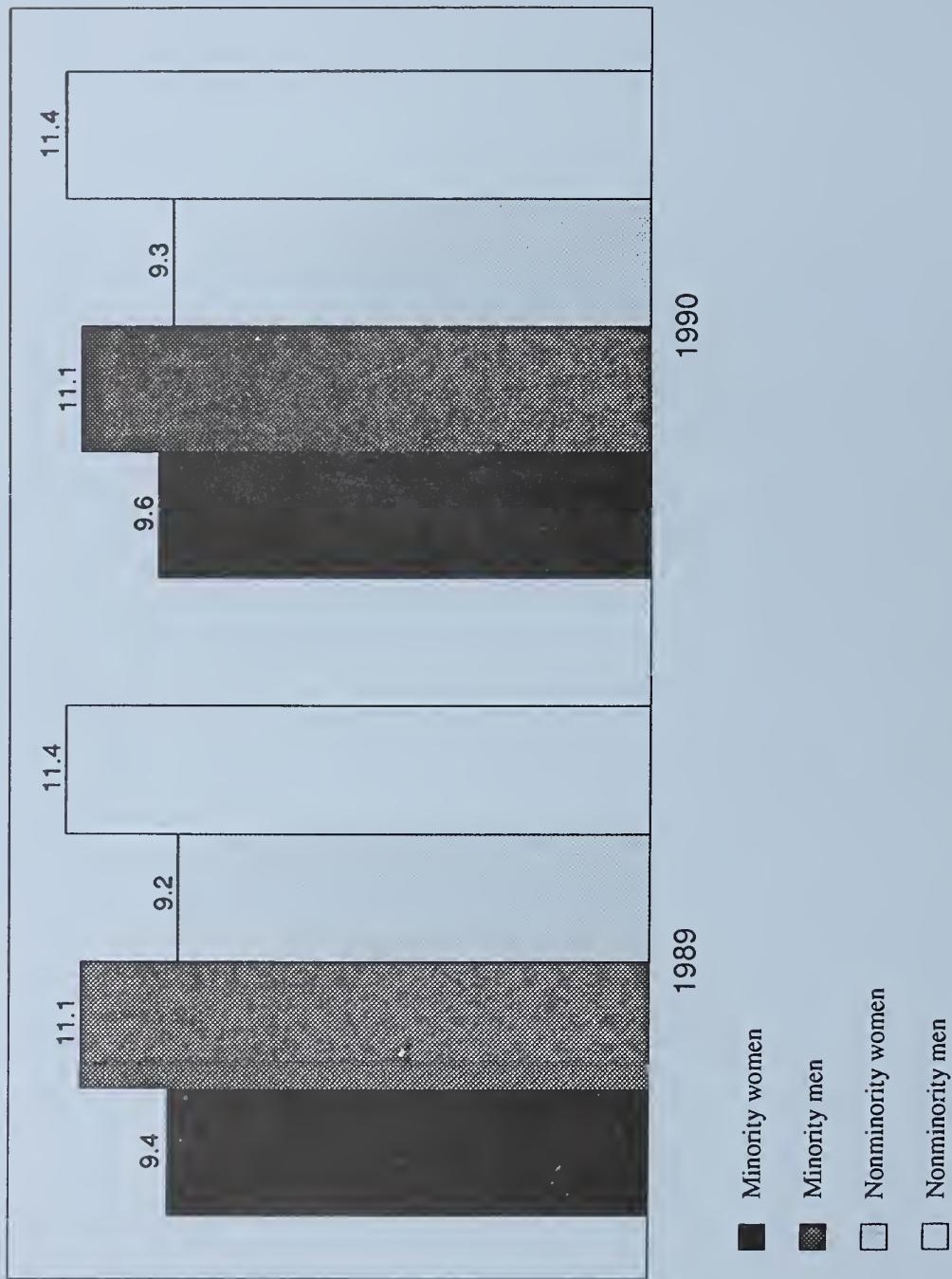
*Note:* 1976 data from gains/losses report; 1990 data from the National Finance Center data base.

## Average Grade—Professional (Service-wide)



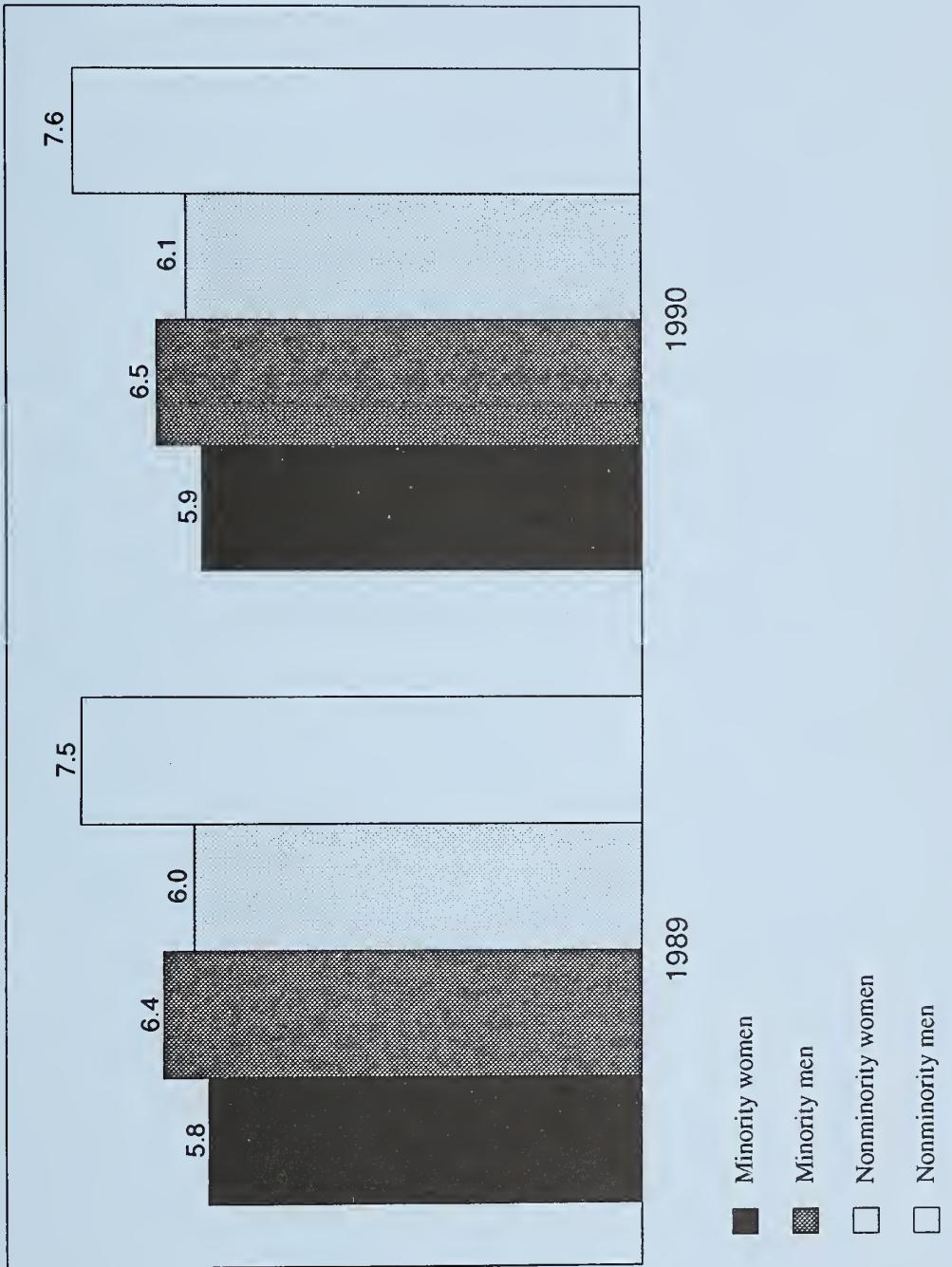
*Data source:* National Finance Center data base for GS and GM permanent employees.

## Average Grade—Administrative (Service-wide)



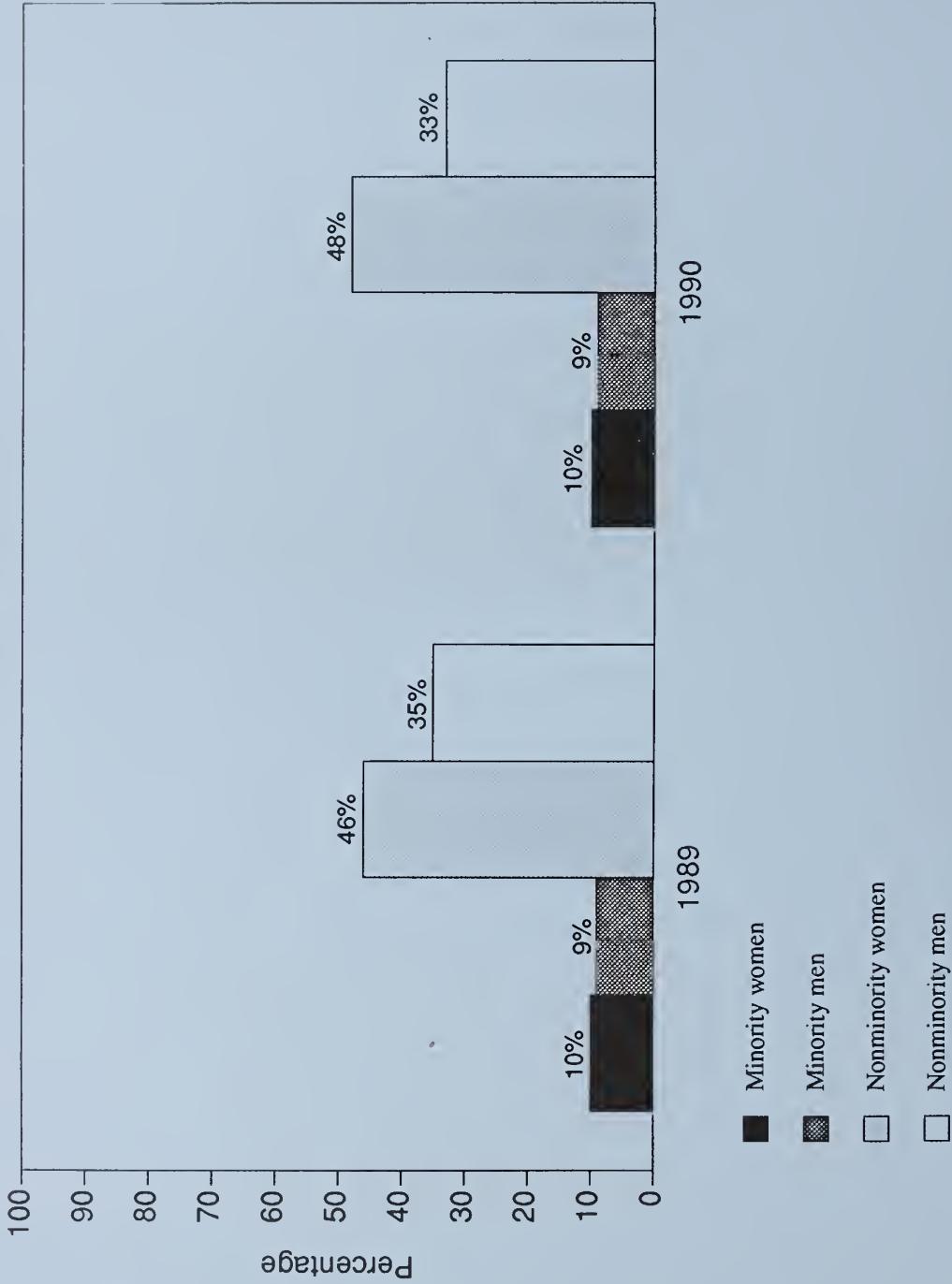
*Data Source:* National Finance Center data base for GS and GM permanent employees.

## Average Grade—Technical (Service-wide)



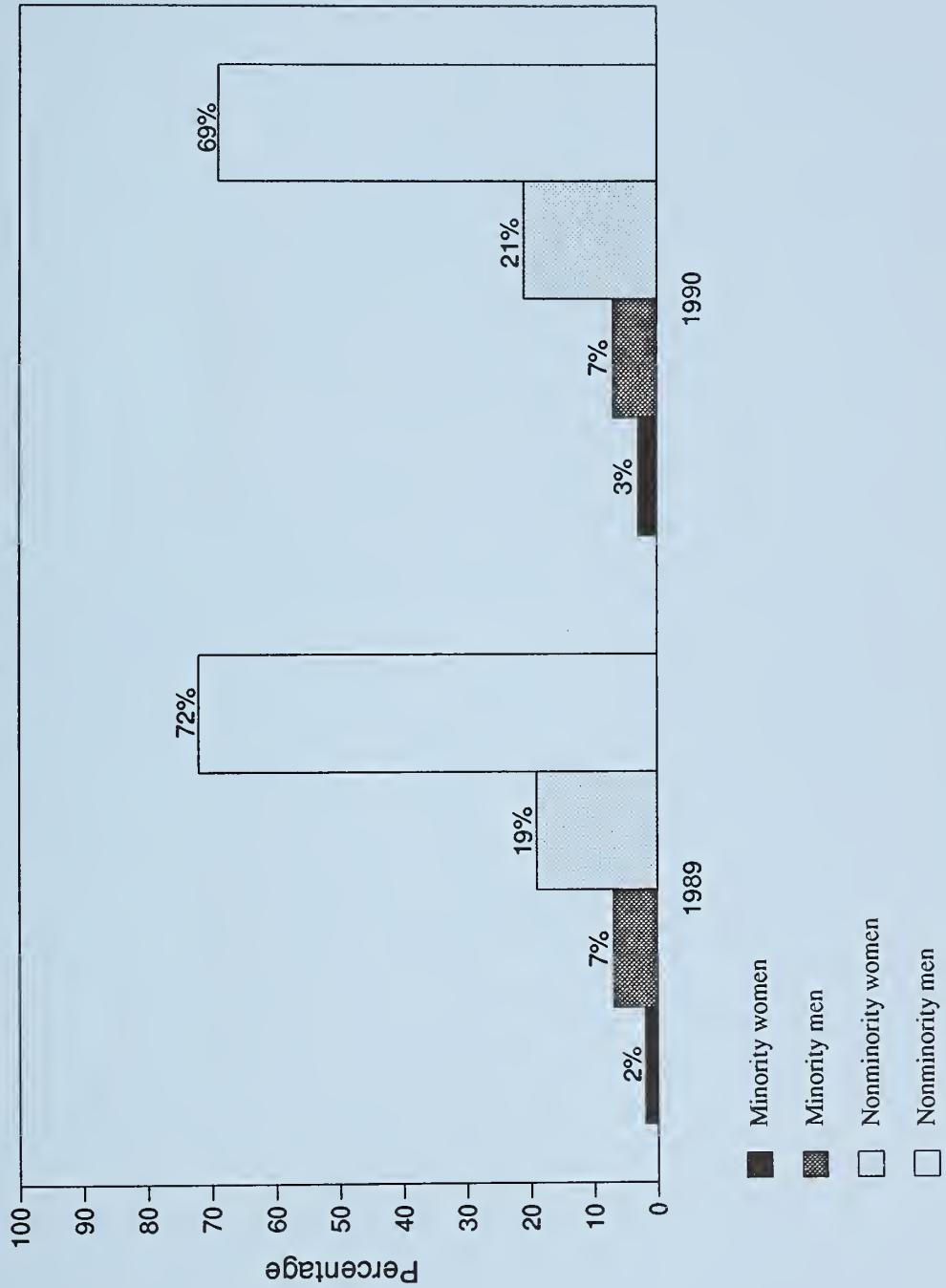
*Data source:* National Finance Center data base for GS and GM permanent employees.

## Work Force in Grades 1 Through 8 (Service-wide)



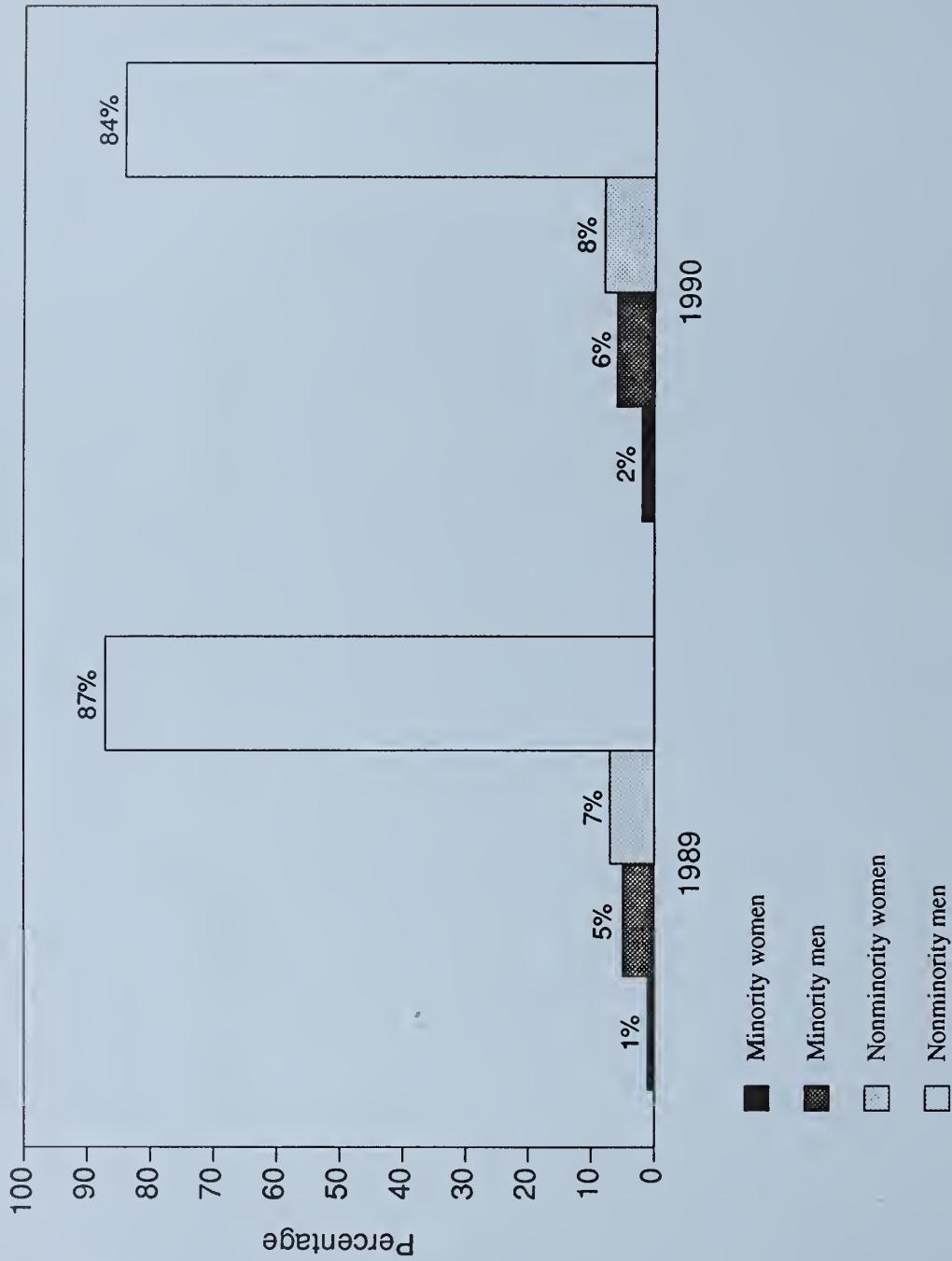
*Data source:* National Finance Center data base for GS and GM permanent employees.

## I Work Force in Grades 9 Through 12 (Service-wide)



*Data source:* National Finance Center data base for GS and GM permanent employees.

## Work Force in Grades 13 and Above (Service-wide)



*Data source:* National Finance Center data base for GS and GM permanent employees.

## Distribution of Persons With Disabilities by PATCO

K

| Handicap status       | PATCO code     | White         |               | Black      |            | Hispanic     |            | Asian/Pacific Islands |            | American Indian/Alaskan Native |            | Total         |
|-----------------------|----------------|---------------|---------------|------------|------------|--------------|------------|-----------------------|------------|--------------------------------|------------|---------------|
|                       |                | Men           | Women         | Men        | Women      | Men          | Women      | Men                   | Women      | Men                            | Women      |               |
| Handicap              | Professional   | 244           | 40            | 1          | 0          | 3            | 2          | 2                     | 0          | 6                              | 1          | 299           |
| Handicap              | Administrative | 69            | 63            | 7          | 1          | 6            | 2          | 0                     | 1          | 2                              | 3          | 154           |
| Handicap              | Technical      | 343           | 126           | 5          | 4          | 24           | 5          | 2                     | 2          | 26                             | 10         | 547           |
| Handicap              | Clerical       | 44            | 180           | 3          | 9          | 9            | 9          | 0                     | 1          | 0                              | 17         | 272           |
| Handicap              | Other          | 1             | 0             | 0          | 0          | 0            | 0          | 0                     | 0          | 0                              | 0          | 1             |
| Handicap              | Wage grade     | 56            | 2             | 3          | 1          | 2            | 0          | 3                     | 0          | 5                              | 1          | 73            |
| <b>Total handicap</b> |                | <b>757</b>    | <b>411</b>    | <b>19</b>  | <b>15</b>  | <b>44</b>    | <b>18</b>  | <b>7</b>              | <b>4</b>   | <b>39</b>                      | <b>32</b>  | <b>1,346</b>  |
| <br>                  |                |               |               |            |            |              |            |                       |            |                                |            |               |
| None                  | Professional   | 8,058         | 2,290         | 124        | 65         | 273          | 68         | 119                   | 64         | 177                            | 43         | 11,281        |
| None                  | Administrative | 1,299         | 1,860         | 91         | 147        | 85           | 103        | 18                    | 38         | 40                             | 87         | 3,768         |
| None                  | Technical      | 7,478         | 3,460         | 280        | 184        | 574          | 172        | 57                    | 70         | 520                            | 230        | 13,025        |
| None                  | Clerical       | 141           | 2,580         | 20         | 245        | 14           | 204        | 3                     | 54         | 9                              | 200        | 3,470         |
| None                  | Other          | 46            | 33            | 1          | 1          | 1            | 3          | 1                     | 0          | 0                              | 2          | 88            |
| None                  | Wage grade     | 1,074         | 75            | 42         | 6          | 80           | 5          | 8                     | 0          | 64                             | 9          | 1,363         |
| <b>Total none</b>     |                | <b>18,096</b> | <b>10,298</b> | <b>558</b> | <b>648</b> | <b>1,027</b> | <b>555</b> | <b>206</b>            | <b>226</b> | <b>810</b>                     | <b>571</b> | <b>32,995</b> |
| <b>Total</b>          |                | <b>18,853</b> | <b>10,709</b> | <b>577</b> | <b>663</b> | <b>1,071</b> | <b>573</b> | <b>213</b>            | <b>230</b> | <b>849</b>                     | <b>603</b> | <b>34,341</b> |

<sup>a</sup> Figures for "handicap" status include both target and nontarget disabilities.



## **Exhibit B—Presidents of the Historically Black Colleges and Universities**

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## **Exhibit C—Service-Wide Civil Rights Committee Issues**

### **Issue 1**

Some white males *perceive* they are not valued in the Forest Service effort to emphasize diversity.

#### **Situation Statement**

Some white males feel they are receiving less attention and are considered less important because they *perceive*:

- (1) Targets/goals address Affirmative Action candidates only.
- (2) Too many positions filled with Affirmative Action candidates will result in fewer advancement opportunities for white males.
- (3) An increasingly diverse pool of candidates will result in increased competition and therefore fewer opportunities for white males.
- (4) Too many training opportunities/details go to Affirmative Action candidates.
- (5) Awards for contributions to work force diversity are not going to white males.
- (6) Equal opportunity does not pertain to white males.
- (7) The Forest Service does not value the white male's contribution to cultural diversity.
- (8) There are no white male Special Emphasis Programs, cultural awareness activities, and so on.
- (9) Information sources addressing diversity (such as brochures, presentations, and videos) do not include white male contributions and roles.

#### **Alternatives**

- (1) Establish white male goals as part of Workforce 1995 (for example, white male's underrepresentation in clerical series).
- (2) Establish an accountability process to ensure the following information gets to all employees: numbers/percentages of accessions, promotions, attrition, and awards by categories of people and occupations.
- (3) Ensure that future sensitivity and awareness training incorporates white male concerns.

- (4) Ensure that all future information addressing work force diversity includes white males (for example, Workforce 1995 brochures).
- (5) Establish a Federal white male emphasis program to address white male contributions and roles in emphasizing diversity.
- (6) Consider incorporating the Special Emphasis Programs under one program for all employees.
- (7) Bring the issue before management at key upcoming meetings—Chief and Staff, National Diversity Conference, National Personnel Officer's meeting, Regional Foresters and Directors.

**Recommendations**

Alternatives 2, 4, and 7 are recommended.

- (2) Who: Regional Foresters and Directors  
When: October 1, 1990
- (4) Who: Washington Office Personnel and Civil Rights  
When: Ongoing
- (7) Who: Line and Staff  
When: Ongoing

**Chief's Response**

I have reviewed your recommended *Alternatives 2, 4, and 7* and have decided to refer them, along with this issue, to the recently established national Work Force Diversity Task Force. As part of its charter, the group will look at such issues as retention and the work environment, which incorporates sensitivities to all of our work force.

I believe achieving work force diversity need not be at the expense of any one group. If it is perceived that any one group is not valued, then we must work to correct these perceptions.

*Alternatives 1, 3, 5, and 6* were not recommended by the Service-wide Civil Rights Committee; therefore, I will not address them.

**Issue 2**

To enhance our recruitment and retention efforts, flexible work schedules, details, and so forth, should be made accessible to both higher and lower grades.

**Situation Statement**

Recruitment and retention of employees are concerns within the Forest Service. Many employees and prospective employees have special needs that sometimes require interruption from normal working schedules, such as:

- (1) The caring for of ill, aged, young children, and family members with disabilities.
- (2) Educational advancement opportunities.

These individuals wish to be a part of the work force, maintain their career/profession, and keep abreast of current technology and issues.

Because of present practices, nontraditional work schedules are likely to be filled by administrative, secretarial, clerical, and technician positions; others, such as supervisory positions, are faced with circumstances that sometimes leave no alternative but to resign or decline positions. This is often perceived as being less than dedicated. For example, an employee starts a career with the Forest Service, moves up the ladder, and reaches a GS-12 position, but at the time also starts a family.

If alternatives are taken into consideration, the Forest Service will retain years of training and experience already invested in current employees, enhance recruitment opportunities, and promote work force diversity. As society changes, so must the Forest Service. The agency needs to explore such options as described above and encourage the acceptance of such "nontraditional" ideas to recruit and retain a large group of valued employees.

#### **Alternatives**

- (1) Ensure that *all* employees are aware of *all* available programs and regulations pertaining to job sharing, work at home, part-time work, and so on.
- (2) Incorporate Forest Service recognition of special needs into current recruitment and retention tools (such as brochures, videos, and so on).
- (3) Include awareness of and sensitivity to special needs as part of supervisory training.

#### **Recommendations**

- (1) Who: Personnel and Civil Rights Staff  
When: July 1990  
How: Memorandum to all Forest Service employees listing all programs and where to find specific regulations
- (2) Who: Personnel and Civil Rights  
When: At next updates  
How: Incorporate
- (3) Who: Chief  
When: 1991  
How: Training schedules (in-house), Regional Foresters and Directors management team meetings, and so forth

|                     |   |
|---------------------|---|
| Chief's Response    | <p>I agree with <i>Alternative 1</i> and have instructed Personnel and Civil Rights to issue a memorandum to all employees listing the available programs and where regulations can be found that allow for flexible work schedules, details, and so forth.</p>   |
|                     | <p>With regard to <i>Alternative 2</i>, I am instructing Personnel and Civil Rights to incorporate the agency's recognition of special needs into future recruitment and retention tools (such as brochures, videos, and so on).</p>  |
|                     | <p>I believe that supervisors and managers must be sensitive to the special needs of their employees. Therefore, I am accepting your recommended <i>Alternative 3</i> and will instruct Personnel and Civil Rights to modify in-Service supervisory/managerial training programs to include awareness of and sensitivity to the special needs of all employees.</p>   |
| <b>Issue 3</b>      | <p>Disparate treatment based on sexual orientation or sexual preference is occurring.</p>   |
| Situation Statement | <p>Gays and lesbians are a part of the Forest Service work force. Harassment and discrimination, in the legal sense, may be taking place. There is a lack of knowledge and understanding of the legal and civil rights of gay and lesbian employees. There is a need for clarification of harassment and discrimination in this regard. The acceptance of gays and lesbians as employees may be limited or very slow to develop. The basis for nonacceptance, slow acceptance, or outright harassment and discrimination is misunderstanding and fear. This has resulted in sexual preference slurs, jokes, prejudicial behavior, and reluctance in carrying on normal business with gays and lesbians. All employees deserve the same recognition and respect.</p>   |
| Alternatives        | <ul style="list-style-type: none"> <li>(1) To gather information that can adequately address the concerns of all employees pertaining to this sensitive issue, the Director of Washington Office Personnel and Civil Rights will request from the USDA Office of General Counsel an opinion on the following questions: <ul style="list-style-type: none"> <li>(a) Is harassment of gay and lesbian employees by coworkers considered "sexual harassment" in the legal sense?</li> <li>(b) Can a solicitation of a coworker by a gay or lesbian be considered "sexual harassment" in the legal sense?</li> <li>(c) Are gays and lesbians protected by any nondiscrimination laws?</li> </ul> </li> <li>(2) Upon the determinations reached in #1 above, Washington Office Personnel and Civil Rights Staff (the Touch America Project and the Civil Rights Branch) take the lead in developing educational materials and instruction for trainers to provide awareness and sensitivity training regarding sexual orientation/preference.</li> </ul> |

(3) Upon the determinations reached in #1 above, Washington Office Personnel and Civil Rights will report back to the Service-wide Civil Rights Committee for further actions.

#### **Recommendations**

Alternatives 1, 2, and 3 are recommended.

#### **Chief's Response**

I commend the Service-wide Civil Rights Committee for its sensitivity to this particular issue. In response to *Alternative 1*, sexual harassment is a form of discrimination based on sex, which is prohibited by Title VII of the Civil Rights Act of 1964, as amended. Sexual harassment refers to behavior that is not welcome, personally offensive, debilitating to morale, and obstructive to the work effectiveness of its victims and their coworkers. Any supervisor or employee who uses implicit or explicit coercive sexual behavior to control, influence, or affect the career, salary, or job of *an employee* is engaging in sexual harassment.

Also, all employees, except bargaining unit employees, have access to the administrative grievance system (DPM/FSM 771), which provides redress of employee complaints and dissatisfactions. The legal basis is the Civil Service Reform Act, which lists prohibited personnel practices and prohibits discrimination against an employee or applicant for employment on the basis of conduct that does not adversely affect the performance of the employee or applicant—unless a crime is involved.

I am rejecting *Alternative 2*; it is not feasible at this time because of the lack of resources.

With respect to *Alternative 3*, the internal report out of the committee is within your authority as a committee. I would therefore expect that this would be done as part of the committee's process.

#### **Issue 4**

In efforts to achieve Workforce 1995 goals and objectives, some of the agency's outreach, recruitment, and hiring practices violate the Merit Promotion Plan and the Civil Rights Act.

#### **Situation Statement**

In the agency's enthusiasm to achieve the objectives of Workforce 1995, it may have lost sight of some provisions of the Merit Promotion Plan and the Civil Rights Act. The following have been identified as possible violations of Title VII and the Merit Promotion Plan's principles:

- (1) Some vacancy announcements are being circulated inappropriately and, as a result, are:
  - (a) Not available to all employees within the area of consideration.
  - (b) Not circulated to all employees in a timely manner.

- (c) Being circulated to only select groups or individuals.
- (d) Circulated stating that they are targeted for Affirmative Action candidates.

(2) Rejection of certificates solely on the basis of a lack of Affirmative Action candidates is occurring.

(3) Individuals involved in the hiring and recruitment process state or imply that positions are reserved for Affirmative Action candidates.

(4) Some Service-wide or Government-wide vacancy announcements from the Pacific Southwest Region contain the statement "Contributes to a Federal work force reflective of the Nation's diversity with respect to race, color, religion, sex, or national origin" as one of the *Selection Criteria*.

**Alternatives**

- (1) Determine what are appropriate practices under Title VII and Office of Personnel Management rules for vacancy announcements, outreach notices, recruitment practices, rejection of certificates, and selections; issue guidelines to the field.

Who: Washington Office Personnel and Civil Rights  
When: June 1990
- (2) Discuss appropriate outreach recruitment and hiring practices with personnel officers at the national meeting in April 1990.

Who: Washington Office Personnel and Civil Rights  
When: April 1990
- (3) Notify the Regional Foresters and Directors that Personnel and Civil Rights will monitor compliance with Title VII and Office of Personnel Management rules in outreach, recruitment, hiring, and selection practices through management reviews and other oversight practices at all levels of the Forest Service.

Who: Washington Office Personnel and Civil Rights  
When: July 1990
- (4) Include the appropriate practices for outreach, recruitment, vacancy announcements, hiring, and selection in supervisory, personnel, and civil rights training conducted within the Forest Service.

Who: Washington Office Personnel and Civil Rights, Regional Foresters and Directors  
When: 1991

|                            |   |
|----------------------------|---|
| <b>Recommendations</b>     | Alternatives 1 through 4 are recommended.   |
| <b>Chief's Response</b>    | <p>Diversification of the Forest Service work force is a supportable goal that the agency must continue to pursue. It is not my intent, however, to do so with insensitivity to any group. Even though this issue raises questions, I believe this undertaking can be positively resolved.</p> <p>Contributing to work force diversity must be based on legitimate selection criteria. The selections under Equal Employment Opportunity principles do not require different selection practices than were used in the past. If, in our enthusiasm to achieve diversity, we are becoming overzealous and have lost sight of some of the provisions of the Merit Promotion Plan, then we must correct the situation.</p> <p>I agree with <i>Alternative 1</i> and have instructed Personnel and Civil Rights to initiate a letter on the appropriate practices for recruitment, vacancy announcements, and rejection of certificates.</p> <p>With regard to <i>Alternative 2</i>, I have asked Personnel and Civil Rights to discuss the appropriate practices for outreach, recruitment, and hiring at the upcoming personnel officers' meeting in 1991.</p> <p>I am rejecting <i>Alternative 3</i> because I believe the Washington Office has and continues to transmit appropriate direction to the field concerning management reviews. It is essential that our supervisors and managers keep abreast of the appropriate principles and practices that pertain to the Merit Promotion Plan and Title VII.</p> <p>I agree with <i>Alternative 4</i> and am directing Personnel and Civil Rights to incorporate these principles and practices into our supervisory and managerial training programs. I am also asking those within the Service who have responsibility for arranging and delivering supervisory and managerial training to assess their training programs in an effort to determine whether these programs address the Merit Promotion Plan and Title VII. Training programs that do not adequately address these topics will be modified to do so. Many of our supervisors and managers acquire supervisory and managerial training from sources outside the Forest Service, and this is acceptable. I encourage those using outside sources—especially high-volume contractors—to verify that these organizations incorporate Merit Promotion Plan and Title VII practices and principles into their programs. Requests to modify course content will be made to those sources not addressing these topics.</p> |
| <b>Issue 5</b>             | Women and minorities are severely underrepresented in the law enforcement and special agent series (for numbers, see Table 1).  |
| <b>Situation Statement</b> | Underrepresentation of women and minorities occurs in many job series. This is especially true for special agent and law enforcement officer positions. This  |

Table 1.—Number of women and minority special agents and law enforcement officers, by Region (as of June 12, 1990).

| Region  | Special agents |            |       | Law enforcement officers |            |       |
|---------|----------------|------------|-------|--------------------------|------------|-------|
|         | Women          | Minorities | Total | Women                    | Minorities | Total |
| 1       | 2              | 1          | 9     | 4                        | 2          | 44    |
| 2       | 2              | 1          | 7     | 1                        | 0          | 23    |
| 3       | 0              | 3          | 6     | 3                        | 7          | 48    |
| 4       | 1              | 2          | 12    | 2                        | 3          | 31    |
| 5       | 14             | 4          | 66    | 17                       | 5          | 132   |
| 6       | 5              | 6          | 29    | 8                        | 5          | 79    |
| 8       | 3              | 1          | 22    | 6                        | 8          | 136   |
| 9       | 1              | 1          | 10    | 1                        | 2          | 25    |
| 10      | 0              | 0          | 3     | 0                        | 0          | 3     |
| Total   | 28             | 19         | 163   | 42                       | 32         | 521   |
| Percent | 17             | 12         | 100   | 8                        | 6          | 100   |

issue is made more significant because of an increasingly diverse public, a diverse work force, and the growing demands for national forest goods and services by all cultures. Contributing factors to existing underrepresentation are:

- (1) Most conversions to law enforcement officer and special agent positions are currently drawn from a severely underrepresented pool (462 Series).
- (2) Collateral duty law enforcement officers do not get early retirement credit for time spent as law enforcement officers.
- (3) Pay incentives to enter law enforcement fields do not exist.
- (4) The perception exists that law enforcement officers and special agents may be insensitive to cultural and ethnic differences. This perception may discourage women and minorities from entering the career field.

#### Alternatives

- (1) Meet the standards developed for recruitment and selection as identified in the "Future National Agenda for Law Enforcement." Consider

contributing factors stated above when developing plans and set accountability for the implementation of standards.

Who: Director, Fiscal and Public Safety  
When: September 1991

(2) Make a presentation (Director, Fiscal and Public Safety) to the Service-wide Civil Rights Committee on the accomplishment or status of steps taken to address Alternative 1.

Who: Director, Fiscal and Public Safety  
When: January Service-wide Civil Rights Committee meeting

(3) Emphasize sensitivity and awareness to cultural diversity in law enforcement training, including alternate law enforcement techniques and behaviors.

Who: Director, Fiscal and Public Safety, and Personnel and Civil Rights  
When: To begin October 1990 and ongoing

#### **Recommendations**

All three alternatives are recommended.

#### **Chief's Response**

In response to *Alternative 1*, I want to assure you that the “desired state” for law enforcement recruitment and selection, as identified in the “Future National Agenda for Law Enforcement,” will continue to serve as the primary goal of law enforcement recruitment and selection. A Service-wide standards task force is currently developing Service-wide standards for recruitment, selection, and proficiency maintenance for agency law enforcement personnel. I will be advising the Regions that they need to develop and document law enforcement recruitment and selection plans that are consistent with those standards and that will achieve the work force diversity to which the agency is committed. I will also be advising them that, in the development of their Regional guides, they need to consider the contributing factors outlined in your situation statement.

As suggested by *Alternative 2*, the Director of Fiscal and Public Safety will address the Service-wide Civil Rights Committee in January 1991 and report on the accomplishment or status of the steps taken to achieve Alternative 1.

I accept *Alternative 3*. A National Law Enforcement Training Task Force has been designated and is scheduled to review all training offered to law enforcement officers and special agents during 1991. This task force will review the adequacy of sensitivity training for law enforcement personnel relative to cultural diversity and ensure that law enforcement training for Forest Service personnel emphasizes consistency in the application of Federal law enforcement procedural standards, regardless of gender or ethnic differences.

## **Issue 6**

In spite of the emphasis given to work force diversity, the agency has had little success in the development, advancement, and placement of minorities and persons with disabilities in middle-level (grades 9–12) and upper-level (grades 13 plus) positions.

### **Situation Statement**

Goals for minorities and persons with disabilities are not being achieved for a variety of reasons. This has resulted in frustration for many employees at all levels. The agency is not taking full advantage of the opportunities available to develop, advance, and place minorities and persons with disabilities. Many managers perceive they are fulfilling their work force diversity objectives when they develop, advance, and place nonminority females. Work force diversity requires representation of all people, including minorities and persons with disabilities, at every grade level and position. The September 23, 1989, statistics show a very small number of minorities and persons with disabilities at SES, upper-grade levels (13–15), and mid-grade levels (9–12). For example, consider the following:

- (1) The Forest Service has approximately 60 employees at SES levels, with 2 minorities in these positions. This represents only 3 percent for minorities.
- (2) The agency has approximately 2,800 employees at grade levels 13 through 15. About 180, or 6.4 percent, are minorities in these positions.
- (3) The agency has approximately 14,040 employees at grade levels 9 through 12. About 1,320, or 9.4 percent, are minorities in these positions.

Information about persons with disabilities has not been published with other Affirmative Action employment statistics.

An increased focus on minorities and persons with disabilities is essential if the agency is to reach comprehensive work force diversity goals. Although everyone has a role in achieving these goals, line officers, managers, and supervisors have the leadership responsibility and are accountable to make it happen.

### **Alternatives**

- (1) Personnel and Civil Rights will publish statistics and accomplishments on persons with disabilities. These should be included in all Affirmative Action employment reports.

Who: Personnel and Civil Rights

When: Starting with 1990 accomplishments and all future reports

- (2) Chief will direct Regional Foresters and Directors to expand current work force monitoring and tracking systems to include persons with disabilities.

Who: Personnel and Civil Rights  
When: Starting in 1991

(3) The Workforce Diversity Task Force needs to review the accountability process and concentrate on increasing its effectiveness.

Who: Chair, Service-wide Civil Rights Committee  
When: August 1990

(4) Chief (at next Regional Foresters and Directors meeting) will direct line officers to place more personal emphasis and effort to increase representation of minorities and persons with disabilities at all grade levels and positions in training, details, and other enhancement opportunities.

Who: Chief  
When: August 1990

(5) Each Region, area, and station should mandate cultural awareness training for all supervisors.

Who: Personnel and Civil Rights  
When: 1991 Plan of Work

(6) Each Region, area, and station will give monetary awards and recognition to any employee who has demonstrated his or her outstanding accomplishments and results toward achieving Workforce 1995.

Who: Personnel and Civil Rights  
When: 1991

(7) Each Region, area, and station will strengthen and expand external partnerships with organizations whose focus is providing developmental opportunities to minorities and persons with disabilities.

Who: Personnel and Civil Rights  
When: 1990 for 1991

#### **Recommendations**

All seven alternatives are recommended.

#### **Chief's Response**

I accept *Alternative 1* and have asked Personnel and Civil Rights to publish statistics and accomplishments on persons with disabilities. This is a positive way to help show progress and increase the visibility of the program. In the future, Personnel and Civil Rights will include these statistics and accomplishments in all Affirmative Action employment reports for persons with disabilities.

With regard to *Alternative 2*, I have instructed Personnel and Civil Rights to make sure that all work force monitoring and tracking systems include persons with disabilities.

I think *Alternative 3* is a very good idea, especially because the Work Force Diversity Task Force is looking at the entire area of accountability. The final report should be given to me by the end of the year.

I can see the importance of *Alternative 4*. There should be more effort made to increase representation of minorities and persons with disabilities in training, details, and other enhancement opportunities. This issue was discussed at the Regional Foresters and Directors meeting in July 1990, and I will monitor improvements in this area.

In regard to *Alternative 5*, many units are already doing cultural awareness training, and I will continue to encourage such training. However, I caution that such training should not enhance stereotypical views of cultures, which can be detrimental to the acceptance of people as individuals. I believe it is appropriate now to move beyond cultural awareness training to a more total human relations approach. This approach provides for a way for all people to discuss differences on an equal basis.

With regard to *Alternative 6*, Forest Service Manual 1700's Section 63 (Civil Rights Awards) covers awards and outstanding accomplishments. Units already have the flexibility to give monetary awards and recognition to any employee who has demonstrated outstanding accomplishments in the civil rights area. The agency will encourage Regions and stations to make greater use of the existing awards program to recognize civil rights accomplishments.

As suggested in *Alternative 7*, the Forest Service should develop more partnerships with organizations that focus on providing opportunities for minorities and persons with disabilities. This is an excellent outreach tool that can be used to help diversify the work force. There currently are memorandums of understanding with various minority organizations—Project MORE, Haskell Indian Junior College, Alabama A&M University, and so forth. However, I expect the Forest Service to have continued expansion of these activities among these groups. Personnel and Civil Rights is in the process of filling the selective placement program manager position. When that position is filled, I expect to see numerous partnerships established with organizations representing persons with disabilities.

## Issue 7

There is no consistent national strategy for family care that is sensitive to all employees.

### Situation Statement

Balancing family and work responsibilities is a major concern. There is a Service-wide inconsistency with the handling of family care. Although the "Parental and Family Leave" brochure and the draft child care policy represent a springboard for a family care policy, a national strategy for this program

does not exist. Employees continue to have to choose between working and providing care for their families.

Employees may be viewed as not being committed to the Forest Service because they take time off to provide care to their families. A lack of knowledge and organizational support for available options for family care has given the impression that employees' needs cannot be met.

Definitions of "family" found in the Forest Service/National Federation of Federal Employees Master Agreement, Federal Employee Health Benefits Guidelines, and IRS Regulations do not reflect the values of the agency's employees. For example, among Native Americans, "family" can be quite extended. At present in the United States, only 10 percent of all households consist of traditional families (that is, wage-earning father, full-time homemaker mother, and children). The Forest Service work force is changing with society. This narrow definition of "family" is a barrier to meeting employee needs and work force diversity goals.

Long-term impacts to the agency if no strategy is implemented are as follows:

- (1) The high stress and low morale caused by family care issues will lower productivity.
- (2) The Forest Service will be less competitive in recruiting. Private-sector and other Government employers who address family care will have an advantage.
- (3) Retaining employees who face family care choices will be more difficult.

#### **Alternatives**

- (1) Develop and implement a consistent strategy for family care that is sensitive to all employees. This should include current authorities, such as flex-hours, job-sharing, work at home, day care facilities, and so forth. The draft strategy will be presented to the Service-wide Civil Rights Committee.

Who: Personnel and Civil Rights

When: Draft presentation at July 1991 meeting

- (2) Research what family care benefits are currently available and being developed in Government; use these results in Alternative 3.

Who: Personnel and Civil Rights

When: January 1991

- (3) Promote awareness of existing family care benefits by encouraging units to appoint program coordinators, having orientation programs and supervisory training, and including this in recruitment materials. Chief to send letter to the Regions to initiate these actions.

Who: Personnel and Civil Rights  
When: October 1990

(4) Initiate contacts with departments and other agencies to broaden family care options that address such issues as redefinition of "family," elder care, tax credits for family care, and use of sick leave for family care.

Who: Personnel and Civil Rights  
When: Ongoing with updates to Service-wide Civil Rights Committee

Other actions to be completed by the Service-wide Civil Rights Committee are as follows:

- (1) Invite the Office of Personnel Management to the January 1991 meeting with a letter from the Service-wide Civil Rights Committee's chair.
- (2) Establish a subgroup within the Service-wide Civil Rights Committee to gather information on family care strategies in the private sector (for example, IBM, Kodak, Xerox, and so on); coordinate with the Personnel and Civil Rights contact.

**Chief's Response**

I agree with *Alternative 1* and have directed Personnel and Civil Rights to develop and implement a national strategy for family care.

I accept *Alternative 2* and have asked Personnel and Civil Rights to contact the appropriate Government agencies to find out what family care benefits are available and provide a report to the committee.

With regard to *Alternative 3*, Personnel and Civil Rights will send a letter to the Regional Foresters and Directors instructing them to include existing family care benefits in orientation and supervisory training. Also, all future recruitment materials will include information on family care benefits. During this time of budget cuts and the attitude of "do more with less," I must reject the suggestion to appoint family care program coordinators on each unit.

Legislation that would provide for the establishment of a Government-wide program offering dependent care assistance benefits to Federal employees was introduced in the 101st Congress. The bill was referred to the Committee on Post Office and Civil Service. When Congress adjourned, no hearing had been held or scheduled. Because no hearing was scheduled in this session of Congress, a new bill will have to be introduced in the 102nd Congress. With respect to *Alternative 4*, I believe it would be premature to start contacting other agencies to broaden family care options.

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